

Break

Bridge building

Ann Taylor, who moves over from being Mr Gerry Fowler's Parliamentary Private Secretary to replace Christopher Price in Mr Mulley's office, finds education a great improvement on agriculture, fisheries and food. She was PPS to Edward Bishop until earlier this year.

An ex-Open University tutor in humanities and social studies, Ann Taylor won Bolton West from the Conservatives by a majority of just over 900 in 1974 when she was 27. She loves the MP's life—and clearly enjoys a certain success. Whenever she came into the Educa-



Ann Taylor.

tion Bill committee hearings in the spring, she formed a little centre of animation in competition with the Tory speakers. Installed now in an office with Stella Greenall, Mr Mulley's political adviser, she finds the trouble mainly that everything in education interests her.

Bolton, where she grew up, is a Conservative-controlled authority who have said they will go comprehensive "sometime". Ann Taylor is anxious to see the Education Bill become law as soon as possible in order to clear minds a bit on the need to get on with the planning.

At the moment selection in the town is done on teacher's recommendations and a variety of tests. "Not at all ideal," Of Bolton's five direct grant schools, two—both of them in her constituency—are going independent and the other three are joining the maintained sector. One of these going independent is the school she went to.

As far as initiatives of her own are concerned—and a PPS's job is not really to have ideas but to run about lobbying and arranging—she is tentatively trying to improve channels of communication between local politicians involved in education and Westminster politicians, not to mention the DES.

"It is something you have to be rather careful about. Obviously if we had been having informal dealings with the outgoing Tameside councillors, it could have been quite embarrassing. . . . At the moment the initiative is based on her home ground in Yorkshire. She is married to a bridge construction engineer, and they live in Huddersfield, about an hour's drive from her constituency.

And what about cuts? "What indeed?" Clearly there is going to be a great deal of soul searching in the Labour Party if further cuts are imposed to standstill, are announced, I suppose the cuts last time, I mean, I accepted the necessity for them. But I don't know. . . .

Rough ride

Nothing has been simple about the passage of the Education Bill through the House of Commons so far and things don't look likely to get better. Last week Wednesday and Thursday were given over to it, but it has still not completed the report stage. Indeed, Government pressure had to be abruptly withdrawn on the Wednesday evening to ensure that the House was not divided on a new clause put down by Mr Jack Ashley.

The clause sought to allow parents of handicapped children a free choice of school. It used the term handicapped without any qualification such as "physically" and would have driven a bulldozer through a whole series of regulations for the assessment and placement of both the mentally and physically handicapped. It applied for the Government it was withdrawn.

Quite different are the attitudes being expressed in the corridors about Rhodes Boyson's amendment to abolish the Schools Council which has not even come up yet. Nor has Mr St John-Stevas's amendment to put his name to this one—keeping his powder dry, perhaps, for the Conservatives' examination of their policy towards the education of the physically handicapped. There are those who have suggested that the Government might give proof of its flexibility by allowing itself to be defeated on the occasional amendment. And there are those who are having some trouble thinking how they might argue against this particular one.

Apparently Mr. Mulley will take the amendment himself, since neither Gerry Fowler nor Margaret Jackson, the junior ministers in the department, are anxious to do so.



"Great, I never even knew we could play chess."

Play all day

The Department of Education and Science are getting nearly to the end of their nursery school research programme—at least in terms of parcelling out the half million pounds set aside in the wake of the 1972 white paper for research into provision for pre-school children.

Three more research projects are in the last stages of negotiation. One of them, for £76,000 over three years in Dr Barbara Tizard, is ready for official unveiling. Once these three are announced, apart from one more project in a couple of years' time, the programme will be complete, with money divided among nine research groups.

Barbara Tizard's project will be concerned with parental involvement in nursery education and with ways of carrying over this involvement from pre-school to infant school. The sort of questions she will be asking are: What happens if nursery schools and classes try to involve parents more closely in the educational activities of the school? How is it best done? How can working mothers be contacted? Are such contacts useful? How much will either parents or teachers accept?

Barbara Tizard is not at all of the self-contained, self-contained school of pre-school experts and play and social relationships. Behind her wish to involve parents are some clear ideas about what nursery schools should be doing, and the some kind of curriculum development. "If the curriculum is simply that the children are playing, it is difficult to involve parents. You can say that they should play with their children more but there are lots of people who don't much like playing with children, who aren't very good at it."

If the schools and classes have some kind of curriculum—things like introducing children to the local hospital—there is something concrete with which parents can be involved. They can then reinforce the

school's educational aims. "This seems to be the most important single way that children's educational attainments can be improved."

She wants to get the nursery teachers with whom her team will be working to think about the sort of things children ought to be learning at this age. Not the three Rs but perhaps seasons and months of the year; what relations in a family are; what things are in their neighbourhood. Too many of the teachers who do think about aims concentrate, she thinks on language development, the names of colours, for example, when it would perhaps be a good idea to go out and look at the shapes and leaves of different kinds of trees.

With these plans in mind, Dr. Tizard is now looking for nursery classes or schools who would be keen to take part in the project. One of her research team is based in Southampton and will be working there. The other two will be based in London, so they are looking for about four schools within possible reach.

Anyone interested can contact Dr. Tizard at 41 Brunswick Square, London WC1N 1AZ.

Barbara Tizard is one of the experts whose work is gathered together in a new book out this week, *Early Experience: Myth and Evidence*, published by Open Books in association with the success of Neville Bennett's recent book.

Early Experience is a challenge to the theory, which the editors describe as "peculiarly resistant to change", that the environment in which a child grows up is the most important factor in determining his intellectual and emotional development. It is a rapidly developing organism, compared with the potential for later environmental influences. In short, down with Bowlby, not in mention Freud. It will be reviewed in the TES shortly.

Salvaging pearls

Some strident argument rent the air in the upper room at the Museum Tavern in Bloomsbury one evening last week. The occasion was the announcement of the 1976 Other Award commendations for "un-biased" children's books of literary merit. This award is intended as an alternative to the definitely stiffer Carnegie and Kate Greenaway medals.

They do not quite go to the lengths of the TES's own Information Book Awards (there are no de-facto runners up) but they do publish their criteria—admittedly simplistically expressed—and profess a willingness to refine and redefine them if necessary.

"Non-biased", of course, means "realistic depictions of all people whatever their culture, background or occupation"; "balanced" depictions of sex roles; "historical correctness" and, if historical fiction, presenting a people's history of

events, not just that of rulers and elites; "not condoning or glorifying the explicit or implicit values of competitive individualism, archaic social organisation, the inevitability of a superior social category".

If by now you are wondering which faces of social life are to be allowed through the sieve, never fear. Their definitions of literary merit include "credible and plausible situations, so we are we started with."

And if you want to check the theory against the reality, the book is going to be a good read. It is edited by Bernard Ashley's *The Travelling Child* (about a West Indian child in East London) and *Hughes* (see in a multi-ethnic environment) by Hughes. (All fiction, incidentally, things just fell out of the

Some predictable issues thrown up in the accompanying discussion, which was kicked off by Bob Leeson, literary editor of *Morning Star* and one of the judges. Some of the books were recommended for publication in the *Children's Book Review*, some who mentioned *Shogun* as shining examples of policy in practice. Others pointed out that this might lead to a kind of censorship which would be avoided in this country. There was controversy over whether the book of books published or the editor of books read was a better criterion of a country's literary quality.

The Other Award was set up as a bid to change the nature of what our publishing industry produces. It is a rapidly developing organism, compared with the potential for later environmental influences. In short, down with Bowlby, not in mention Freud. It will be reviewed in the TES shortly.

Next week

Race and education: Roy on a black teacher in the 1950s; Willie M. on inter-racial friendships; Lynn Mace on children's views of the school; Michael Church on black education; Edward Nell on Marxist views of physical education; TES Extra: Music festival.

THE TIMES Educational Supplement

Mulley starts urgent inquiry into who runs HE

Mark Vaughan

Mr Mulley, the Education Secretary, is to set up a committee to look at the regional organisation of education, including the universities.

The annual general meeting of the Council of Local Education Authorities in Manchester this week was an urgent need to consider the management and control of higher education.

The committee will be chaired by Mr Mulley, the Higher Education Minister. It will include representatives of the National Association of Teachers in Further and Higher Education, the Association of Polytechnics and the Association of Principals of Colleges of Education.

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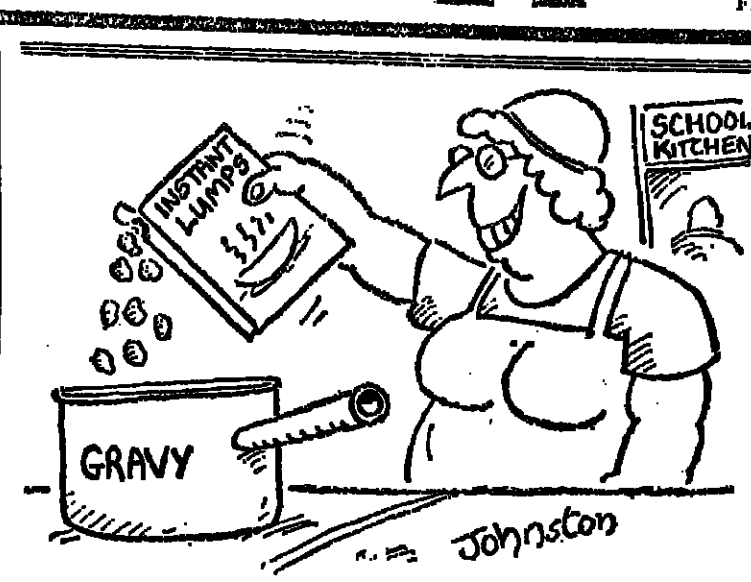
He told the conference that the committee would be the best way of getting a consensus on the "sort of management system which will be both effective and acceptable".

It is vital that such a consensus should exist at the outset, CLRA's own proposals, while not themselves commanding that consensus, have undoubtedly generated a great deal of constructive thought in all quarters and that can only be helpful. We must now get on with this task quickly.

Mr Mulley went on to suggest that the committee should consider taking unemployed school leavers back into the education system, possibly part-time.

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All in a stew over meals

A new report on school meals in Brent paints a bleak picture of poor food, badly cooked and unappetisingly presented. In some cases, teachers were getting more than their fair share.

Extra:

Music

Plus articles on the 1976 National Festival of Music for Youth, pages 27-34.

Foreign, page 11. Sweden: parents set "paid year off" election pledge; West Germany: Vocational Education Bill heads for constitutional impasse.

Books, pages 15-17, 26. Beryl Gilroy on being a black teacher in the 1950s; Elaine Britton on inter-racial friendships; John Warwick on the literature of the 1950s.

Books, pages 19-22. Edward Nell on Marxism and literature; Peter North on social studies; cinema, literature, education, children's literature, physical education.

Resources, page 23. John Tobuss on Tudor Britain; Colin Evans on American folk music and the blues; Derrick Golland on poets and harvests.

Talkback, page 25. Features: Markos and Charles Horwood on Cambridge's Africa project.

Arts Reviews, pages 57-58. David Self on Pinter in a prep school; Heather Price on the Gladstone pottery gallery; Brian Hill on language programmes; Francis Hill on foreign life styles.

Students, page 2; Personal column, page 4; Letters, pages 12, 13; Sports, page 14; Break, crossword, bridge, page 60.

Classified ad index

Who gets sent home?

The NUT will extend sanctions in September in its fight against teacher unemployment. But will the primary teachers cooperate in part-time schooling? Bert Lodge reports, page 7.

Good, better, worst

Brian Alderson takes a critical look at *Children's Books of the Year*, page 18.



Growing up in Soweto

Lynn Mace looks at some of the hopes and fears expressed in the essays of black Soweto children, page 17.

TES circulation

Circulation figures for The Times Educational Supplement provided by the Audit Bureau of Circulation for January-June, 1976 show an average weekly circulation of 132,378 copies. This is an increase of 6,388 copies over the figure of 125,990 for January-June 1975.

Shan't or can't

With revised estimates of local government spending due in today, many authorities are still protesting that they can't cut any more, that the rules have changed in the middle of the game, or that they don't believe the numbers that were first thought of. Mark Vaughan reports, page 3.

Buoyant incumbent

Peter Newsam, ILRA's new Education Officer, is confident that things can only get better in London. Profile by Auriol Stevens, page 4.

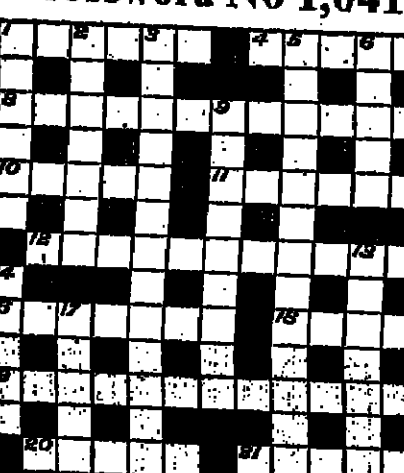
A reasonable judgment

Tameside will appeal over Lord Wilgby's backing this week for Mr Fred Mulley's ruling that Tameside should drop its plans to keep grammar schools. The argument in the High Court centred on whether the Minister or the council were acting unreasonably, rather than on the comprehensive issue. Philip Venning reports, page 6.

The great divide

Is there any hope for integrated schooling in Ireland? Paul Moorman reports from Belfast, page 10.

Crossword No 1,041

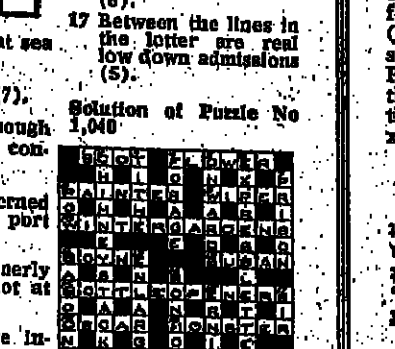


Across

- 1 Surprise catch with mooring shrou (6).
- 4 The sailor has 10 to end it all (5).
- 8 For the travelling public they have their ups and downs (6, 7).
- 10 In turn one is to hear it (5).
- 11 Staged an income (7).
- 12 Flying cutters at sea (11).
- 16 Fairy spot on (7).
- 18 Meat enough, though some of it is consumed (5).
- 19 He is concerned about the puri (6).
- 20 Like an unmanly Conservative not at all refined (5).
- 21 The French are in-bred (7).

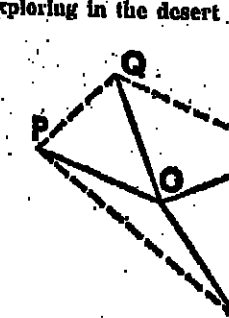
Down

- 1 Burning study in art (6).
- 2 Rub this like an animal (7).
- 3 Paper transactions are their modern substitute (6, 3, 4).
- 5 Desperate situation in old China? (4, 2, 3, 4).
- 6 One who succeeds to a low estate? (5).
- 7 A team has words with the audience (5).
- 9 In distress one can't put one's foot down (4, 5).
- 13 Goes round and round and up and down (7).
- 14 A shipwrecked soldier (5).
- 15 Caught in the field? (6).
- 17 Between the lines in the letter, low down admissions (5).



Maths teasers

Exploring in the desert.

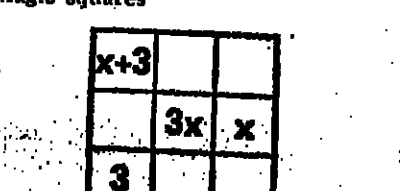


Four explorers have established a base camp at an oasis, indicated by O, in a flat desert. One day each explorer travelled five miles from O, reaching points marked P, Q, R and S, where they erected surveying poles. The explorer at P used his theodolite to measure the true bearings of Q and S from the point P, and recorded them as x° and y° . The explorer at R also

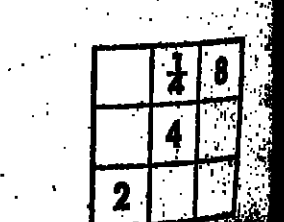
measured the true bearings of Q and S and recorded them as z° and w° .

When they returned to base, they checked their figures. Show that if the figures for the bearings were correct, then $y+z$ exceeded $x+w$ by two right angles.

Magic squares



(1) Can you find a value for x so that Fig 1 can be made into a magic square in which the sum of the three numbers in every row, column and diagonal is the same?



(2) In Fig 2 the numbers 2, 4, and 8 are in the top row, and the numbers 3, 6, and 9 are in the middle row. Show that the sum of the numbers in the top row is equal to the sum of the numbers in the middle row.

(3) In Fig 3 the numbers 1, 2, and 3 are in the top row, and the numbers 4, 5, and 6 are in the middle row. Show that the sum of the numbers in the top row is equal to the sum of the numbers in the middle row.

Another nail in the School Council's coffin

Up to the Secretary of State to do with "the dog's break" which, according to the headmaster of the Schools Council decided to him last week. Six years and half a century after deciding in the top row cells, now the impossible to complete the top row with a set of nine different numbers. It is no longer a simple matter to have 4, 5, 6, 7, 8, 9 in the bottom row and in both the top and middle rows with 5, 6, 7 in the middle row and 7, 8, 9 in the middle row.

debate were conducted in an atmosphere of academic calm. There must be many who believe in the elimination of the 11-plus and the postponement of selection, however, who would concede that Mr Michael McCrum and his secondor, Mr Andrew Hutchings, the general secretary of the Assistant Masters Association, whose amendment failed, in the main division, by eighteen votes to forty-one, had the best of the rational argument. In the end the vote was not about how a new examining system might work or who might run it, but about putting pressure on the Secretary of State to drive it through.

Here, at least, is something to argue about, something which could be tried out and evaluated. But, though it is now being said that there will be several years of development work to do before the new examining system could come in, the majority of the Schools Council have decided to go ahead without waiting. They have capitalised on the agreement in principle, without doing their serious job as a development agency, to show just what it means in practice.

It could well be argued that this is exactly what he should do. The Secretary of State's exclusion from the curricular debate is being questioned more and more at Westminster. If exam reform holds the key to the comprehensive secondary school curriculum, it is not immediately obvious that in order to exclude picketing, the Secretary of State should entrust this always and altogether to teacher-politicians—not on last week's showing, anyway.

No comment

Please mark this box if you prefer Medleval Castle Photocopy as an alternative to Contraption—From a subscription renewal form from Pictorial Clowns Educational Trust.

Auriol Stevens talks to Peter Newsam, who takes over from Eric Briault in January as Education Officer of the Inner London Education Authority

A future that won't stand still

Great was the joy of London heads, among others, when they heard of Peter Newsam's appointment. In one FE college a grown-up man was seen to leap in the air. However, slightly less gleeful was felt in some of the corridors of County Hall and in the walks of the Inspectorate. Mrs Irene Chaplin, chairman of the staff and general services sub-committee of the IEA expressed as her only reservation the fear "that he might work himself to death".

It all adds up to the same thing: Peter Newsam's style of administration is intensely personal and he is passionately concerned for what is happening to children in particular schools and what is being done by particular teachers in those schools. He does not at all hold with the style of administration which depends upon devising neat administrative frameworks which are then handed down on tablets of stone producing easy lives for administrators and crushed initiatives, bafflement and resentment in the schools. "You can't erect fixed plans. As you say, it will change. The future won't stand still."

A slight, sallow man, he is easy and accessible, quiet and direct, with an underlying toughness which betokens action not just sympathy and an Oxford philosopher's eye for flannel and flawed arguments. He is given to dropping everything and rushing off to visit a school which he hears has troubles and has little patience with people who do not start work until 10 am when they have a crisis on their hands.

"You can either produce organizational frameworks or you can develop ways of co-operative working where people locally are devising solutions. The job that is to see that people think hard about what they're doing and articulate their requests through clear and ordered discussion." That method involves endless fine adjustments, going back again and again to discuss plans and schemes, and it produces a system which accommodates all kinds of diversities.

Peter Newsam has, for example, no set idea about the size of schools: "perhaps because I was brought up in a country education where the schools are the size they are because that's the number of children in the neighbourhood." He is practised in the elegant, complete with hastily sketched diagrams and the small comprehensive being introduced in London as selection



ends, a solution which provided London's grammar schools with an acceptable way of bowing gracefully before the inevitable consequences of a declining school population. At the same time the three (out of five) Newsam children still at school go to one of London's largest comprehensive schools, Crown Woods.

A system developed in this grass roots way with decisions made as near the ground as possible, can appear chaotic unless the priorities of administrators and inspectors are clear, the contact between them close and responsibility if things go wrong unambiguously apportioned. Peter Newsam may believe in working through proselytizing and discussion, through the dissemination of models of good practice rather than through exams and sackings and banging of heads together, but there is nothing woolly and sentimental about what goes on: practice is not how it is to be fostered.

He worked, after all, under Frank Barraclough, in the North Riding when he left secondary school teaching in Oxfordshire. Co-operative initiatives between the grammar school in which he taught and the nearby secondary modern were squashed as inconsistent with the country plan.

Barraclough used to claim to have sacked more teachers than anyone else in England. He certainly provided some useful lessons in how to get things changed in schools—and quickly.

What Peter Newsam wants is a general perceptible improvement in the quality of what's happening. He was deputy to Alec Clegg in the West Riding before he came to London four years ago and has seen what can be achieved by the inspirational approach both in terms of children's attainment and teachers' performance. Before that he worked with Gordon Bessy in Cumberland, one of the pioneers in opening up schools to local cooperation. Taken with his own rather formal educational background, public school, Oxford, civil service, teaching at the Dragon School, and then in Oxfordshire, it all adds up to a determination to jump on anti-intellectualism. "Schools are not in the business of producing uniform mediocrity."

For London much of the ground work for a general improvement has been done, Peter Newsam now claims. Ten new inspectors for primary schools are being appointed, one for each division, whose job it will be to "enlarge the vision of primary schools", trying to find "what is being done to what might be done". Secondary school re-organization is now virtually complete, and the publication this month of the last section 13 notices.

This groundwork, combined with staff stability, and the changes of only highly selective recruiting results of the declining school population—are already, he argues, producing an improvement in morale. There is now a willingness to plan with a view to the future. There are just existing attitudes, he reckons, a tribute to those recruited in the last period of similar stability and selectivity, the immediate pre and post-war years.

London, unlike other areas with similarly intractable difficulties of decay, class and race, has the resources which should, according to Peter Newsam, allow it to protect in-service training particularly on a whole school and area basis; to forego the economies of scale which with a pattern of large schools only; and to make room for experiments. "What the schools need now is not to have the rug hauled out from under them all the time by this or that quick administrative decision. The secondary schools have got their hands full for the next four years at least just adjusting to the new pressures which will come for all of them as the year of optimism—right through the curriculum everything can be improved. There is, he claims, a kicking upwards and when you hit a rising curve . . ."

And what grades am I going to get? I don't blame the teachers; they've got another 1,500 to worry about and most of them not going to stay near university. The head says the university makes allowances for candidates from schools like ours. But I don't want their bloody charity. Don't you think working people have been patronized enough without being told that universities will make allowances for them?

All I ask is a chance to compete on equal terms. I want the same chance my brother had. What's the use of socialism if it makes it harder for a boy like me to study the subject he wants, let alone get to Cambridge?

To be honest, the more I think of it the more I wonder whether all these changes in schools and exams and all that have been worked out by middle-class people to keep working-class lads from having a chance. I feel the people in power wanted to protect their own children from honest competition from people like me, they couldn't have arranged things better than your lot has done.

I'm sorry if that sounds rude but I feel up to the back teeth with arguments about competitiveness. The better sides to the wonderful British school system. The teachers here have decided to do away with all streaming; it's all mixed ability teaching now because it cuts out

competition and encourages the pupils to help each other. I think that's a middle-class nonsense, going to get on unless they learn to compete early? Of course that middle-class don't want us to compete with them. There's plenty of competition in their posh schools I can tell you.

So what is the result? The rich get richer and the poor have to make do with a nice warm feeling of fraternity with what they call "Well you can tell the teachers nonsense and do with their mixed ability. It's supposed to give us, they don't like it because they have died out of the compe-

250,000-word Tyndale report due next week

The long-awaited Auld report on William Tyndale Junior School will be released on Monday. Advance copies of the report were today being handed to the main parties to the 14-week Inner London Education Authority inquiry.

The 18 members of the school's subcommittee will have less than a week to digest the quarter of a million words before they are asked to make decisions about the school at a special meeting on Wednesday. The report will not be fully discussed until September.

The school's subcommittee session, which is normally open to the public, will be restricted to the parties, IEA senior officers and a limited number of reporters, who are expected between them to take up all the 200 seats. Others interested in the case will be asked to attend on closed circuit television.

Mr Robin Auld, QC, who has worked on his report for nearly five months, handed it over to the authority on Saturday. It came as a three-inch thick wad of typescript tied together with white tape. While producing the bound version which should be ready next week, 200 photocopies were made at County Hall for advanced distribution.

The subcommittee have to decide if Mr Terry Ellis, the headmaster, and the five staff allied with him in conflict with the school managers, can return to their posts. They

have been on paid leave since the decision to remove them from the school. Some parents are asking whether to send their children to Tyndale next term.

The decision is surrounded by difficulties, however Mr Auld cuts the blame for the decline, although he has not asked to make recommendations.

Most of the undecided say they will send their children to other schools unless they are sure that Mr Ellis is not back. There is also a group who say that they support the school if it is true that he is going to return.

Mr Harvey Hinds, chairman of the subcommittee, said the inquiry that the authority had power to remove the staff by proceedings under the Education Act. This seems to be even if the report is highly critical of the staff. The subcommittee is unable to satisfy those who want an immediate announcement. It is not to return. All they would be to institute disciplinary proceedings and await the outcome.

There is one other possibility, the report vindicates Mr Ellis and the staff, then the authority would be persuaded to return them to their posts. Mr Auld said that the staff would be satisfied and the school managers would be able to return to their posts. They

FE staff push harder for agreement on conditions

Further education teachers are increasing the pressure on local authorities to ratify the conditions of service agreed with the Consortium of Local Education Authorities in February last year.

The National Association of Teachers in Further and Higher Education said last weekend that authorities should have entered into agreements with their further education teachers by October 31. These agreements should be implemented no later than January 1, although

some parts could be delayed. The NAFHE said that local authorities were members to keep to their word by an agreement reached in the case with national unions.

The association's annual conference, which is being held in London, said that local authorities were members to keep to their word by an agreement reached in the case with national unions.

Fees rise hits home students

British postgraduate students who support themselves will suffer most from the new university tuition fees, a university vice-chancellor has told Mr Fred Mulley, the Education Secretary.

How postgraduate students face an increase from £182 to £750 a year starting in 1977.

Mr Charles Cartor, vice-chancellor of Lancaster University, said in a commentary on the new rates he has sent to the Education Secretary,

that about half of all postgraduate students are self-supporting. They get no relief from the new fees, a university vice-chancellor has told Mr Fred Mulley, the Education Secretary.

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£1.1m scheme to help young jobless

by Philip Venning

The Government is seriously considering a crash plan to give up to 100,000 unemployed young people a sort of rough and ready work experience or training. The plan is produced by the recently formed Standing Conference on Youth Unemployment, which represents most of the organizations who work with the young unemployed.

The idea is that the Government should sponsor a £1.1m advertising campaign to persuade employers, institutions and individuals to give up employment for a short period to employ a young person rather than an actual job. The teenager would be paid supplementary benefits, plus a Government allowance of about a week.

The total cost for 100,000 young people would be approximately £1.1m a year, of which about £5m would go on advertising and running offices to deal with applications.

This is much cheaper than the Job Creation Programme because the Government would not be paid "the rate for the job". It should therefore be more attractive to employers.

Mr Dennis Stevenson, chairman of the Standing Conference, said that the summer term ended youth unemployment would be the highest since the war.

The Government did not have enough money to provide employment through jobs or conventional training. Even if it had the money, there was no organization capable of doing it quickly enough to benefit the young.

The Government has rejected the recommendation of a working group set up by Mrs Thatcher in 1971 on vocational courses in art and design.

It has decided not to establish an autonomous national body to advise on vocational courses but to leave responsibility with the Technician Education Council and the Business Education Council.

Mr Gerry Fowler, Minister of State, DES, announced this in the House of Commons on Tuesday in reply to a question on the working group's findings, published two years ago in the Genu report.

Applying the reply in a speech following day in the annual conference of the Association of Institutions, Mr Fowler repeated government conviction that vocational training should be awarded at the end of a successful design technician course.

The whole drift of my argument has been that art and design should contribute substantially to other areas of study, not least in courses based on more than one discipline.

Mr Fowler said: "Further, some subjects, such as photography and advertising, contain elements of art and design, but nevertheless spill over heavily into the work which is properly within the remit of the Technician Education Council or the Business Education Council."

There are great dangers in a proliferation of autonomous bodies concerned with the 16 to 19 age group, where the formation of coherent policies is already hindered by the number and diversity of vested interests.

The major question has, therefore, been that of finding the best machinery for meeting these diverse objectives. I have decided not to establish a new free standing council for art and design courses at this level, rather, we shall continue to work with the existing TEC and BEC, and other bodies with a proper interest with the objective of establishing machinery which duly reflects the interest of both existing Councils."

DES accused of discrimination

The government's suggestion that qualified teachers are employed instead of returners could be seen as discrimination against women, say the Equal Opportunities Commission.

At a meeting this week, Mr Fowler, the Higher Education Minister, announced in Parliament on Monday.

A consultative paper, recommending a youth service forum, has been sent to youth organizations, local authority associations, and other bodies, for comment.

The paper was written by the new body should hold its first meeting later this year. Its purpose is to advise both central and local government on the needs of young people.

The forum will need to bear in mind that during a period of financial constraint its initial energies may best be directed to considering how to make the best use of existing resources although, almost certainly, this should not inhibit the planning of future development or expansion when resources allow.

The paper proposes that the Minister should be the chairman, and that 10 youth organizations and three local authority associations should be represented. The full forum would consist of 35 people.

Banned to be told of listing

Mr Fred Mulley, the Education Secretary, has decided that in future teachers will be told if their names are on List 99, the Department of Education and Science's blacklist of teachers banned from teaching for misconduct.

This was announced by Miss Margaret Jackson, education under-secretary, in a Parliamentary written answer on Wednesday. She said that teachers had always been told in writing when they had been banned. But they had not necessarily been told that their names would appear on List 99.

The fact that some teachers did not know they were on the blacklist came to light recently when a copy of the list was sent anonymously to the National Council for Civil Liberties.

Replying to Mr Andrew Bennett, Labour MP for Stockport, North, Miss Jackson said that people were excluded from teaching if they were guilty of misconduct. An example of misconduct was an improper sexual relationship between a teacher and a pupil that did not constitute a criminal offence.

The DES considered applications for reinstatement after a period of time, the length of which depended on the seriousness of the misconduct or offence which led to exclusion. If a teacher was reinstated, his name was removed from the list.

Miss Jackson said that there were about 1,200 names on List 99. The list gave names, reference numbers, dates of birth and, in cases of partial exclusion, the kinds of teaching job to which the teacher could not apply. It was circulated confidentially to local authorities, certain other teacher employers and some school and teacher organizations.

Synod told of jobs crisis

More than half the student teachers graduating from Church of England colleges this month may have no job.

The Bishop of Blackburn, the Right Rev Robert Marriot, told the General Synod of the Church of England in York this week that a survey of nine C of E colleges showed the proportion of leavers still looking for jobs on June 30 varied from 30 per cent at Grosseteste, Lincoln, to 61 per cent at St Mary's, Cheltenham.

The figures for the seven other colleges were: All Saints, Tottenham 55; King Alfred's, Winchester 50; Ripon and York St John 58; St Martin's, Lancaster 45; Bishop Otter, Chichester 50; Keswick Hall, Norwich 54; and Culham 60.

The bishop, who is chairman of the synod's board of education, said he thought that as the birth rate fell the number of teacher training places in the colleges, offering to be cut still further. More closures and more mergers were planned.

An alternative remedy, he suggested, lay in developing new types of courses in the colleges, offering a general education leading to professions other than teaching.

The board was told last year that its 16,000 teacher training places must be reduced to 10,000 by 1981. Three of the 27 colleges will "definitely" close, another is likely to and others are being merged.

Minister for foreign students?

A government minister should be responsible for the problems of overseas students, says the chairman of the United Kingdom Council for Overseas Student Affairs, urged this week.

Speaking at the council's annual meeting at Exeter, Lord Gladwyn, a former British Ambassador to France, said the problems of overseas students reached beyond the Department of Education and Science, and concerned to an equal degree the Foreign and Commonwealth Office, the Ministry of Overseas Development, the Treasury, and the Home Office.

In view of the international ramifications of the problem, he believed the power of initiative should lie with a minister attached to the Foreign and Commonwealth Office.

The council was set up in 1964 to co-ordinate the work of the various government departments concerned with overseas students.

The council's annual meeting is held in Exeter, Devon, and is attended by representatives of the various government departments concerned with overseas students.

Minister's firm promise on adult 'think tank'

A firm pledge that a national advisory council for adult education will be set up next year has been given by Mr Gerry Fowler, the Minister for higher education.

He told leaders of the National Institute for Adult Education last week that the long-awaited adult education "think tank" first proposed in the 1973 Russell report, will be established once detailed talks on the structure and purposes of the body get underway in the autumn.

A key consultative document on the proposed council has been prepared by the Government and is already in the hands of local education authorities. It will be distributed to adult education bodies in the next few weeks.

The establishment of the council was confirmed this week by Mr Bill Hughes, president of the Workers Educational Association and principal of Ruskin College, Oxford. He told the Council of Local Education Authorities conference in Manchester that the Department of Education and Science was committed to setting up a national advisory council to act as a centre for innovation and planning in adult education.

It was hoped to make rapid progress towards final decisions on the council's terms of reference, structure and links with the national institute.

Mr Hughes said adult education provision could be doubled at the cost of about 1 per cent of the national education budget. Adult educators should aim to redress the balance in the present provision to meet the individual and social needs of the educationally underprivileged.

Times Higher Education Supplement.

£1m handout for student hostels

The Wolfson Foundation has offered £1m to universities to build student residences over the next four years. The foundation announced this week that their grants would be made to universities which could not afford their own schemes, in spite of UGC subsidies, because of local circumstances such as high building costs, poor prospects for

vacation letting or the high cost of borrowing money.

Since 1970, 34,000 hostel places have been built with the help of government grants and private loans. But numbers have fallen from 9,000 in 1971-72 to 3,000 this year. In 1973, £500,000 grant from the Wolfson Foundation meant an extra 2,000 places over four years.

Mr Hughes said he hoped the council would be able to raise funds for experiment and research. Its membership should include people from adult education, the professional staff, and the consumers, including trade unions and adult students.

The council would need to be autonomous in order to have the necessary freedom to take part in innovation and stimulate constructive dialogue. It should have the right to publish its own reports for consideration by the Department, the adult education movement and the public.

The council would give new hope to adult educators who had been demoralized by education cuts and circulars which only recommended higher fees. In many areas the development of adult literacy classes had been at the expense of other provision, although more "literate" would need follow-on classes in communications and other subjects.

Mr Hughes said adult education provision could be doubled at the cost of about 1 per cent of the national education budget. Adult educators should aim to redress the balance in the present provision to meet the individual and social needs of the educationally underprivileged.

Times Higher Education Supplement.

A Selection of Recent NFER Titles

Coping Alone

Elisa Ferri and Hilary Robinson

The focus of this study, complementary to Growing Up in a One-Parent Family, is not so much on the children as on the lone parents. It highlights some of the practical problems which have to be faced, and the emotional strains and feelings of isolation and social rejection, also vividly described by the parents who took part in the study.

Published on behalf of The National Children's Bureau £1.55

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Elisa Ferri

This report presents the results of the first study of a large, nationally representative group of one-parent children. This report answers the basic question: "How many children live in one-parent families?" and also describes the characteristics of these families and (c) in what way do these characteristics affect the educational, social, psychological development of the children concerned?

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It may no longer be every schoolboy's dream to be an engine driver, but the Great Western Society's recent event, "Steamdays for Schools", at Didcot, Oxfordshire, attracted more than 5,000 visitors.

Pupils' union goes respectable

The National Union of School Students has now become respectable, according to its outgoing president, Mr Dave Paterson.

Four years after its founding in May, 1972, the union has committed itself to "slow, steady hard work" to achieve its policies and higher membership in schools. Its fourth annual conference at the City of London University was attended only by 100 mandated delegates, and not, as was the case until last year, by any school student who happened to turn up.

Much of their respectability, according to Mr Paterson, has come from their participation in the fight against the education cuts, which was organized by the South East TUC. The NUSS was invited to serve on the committee.

"It showed that we are gaining credibility among the union movement and it also meant that we were working alongside headmasters and teachers," said Mr Paterson.

Relations with the National Union of Teachers have also improved. Although the NUT recently reaffirmed that they did not recognize the NUSS because it was unnecessary, they now allow official NUT speakers to speak on the same platform as the NUSS.

One result of this is that the expulsion of NUSS members for work in schools is largely a thing of the past. In 1974, out of a national executive of 20, 13 were expelled or suspended because of their union activities," Mr Paterson recalled.

One of their major current campaigns is against youth unemployment.

Mr Dan Lupewell, 18, was elected as the next president.

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Tameside rebels fight on as High Court rules for Mulley

by Philip Venning

Tameside Council are likely to be back in court next Wednesday for their appeal against the High Court's ruling this week in favour of Mr Fred Mulley, the Education Secretary.

On Monday Lord Widgery, the Lord Chief Justice, Mr Justice Cusack and Mr Justice May granted Mr Mulley an order compelling Tameside to drop its plans to keep grammar schools. But the council was given 10 days' grace to allow it time to appeal.

The case centred on whether Mr Mulley had been acting lawfully by sending Tameside a directive on June 11 under section 68 of the Education Act, 1944. This section says that the Secretary of State can intervene if he is satisfied that a local authority is acting or proposing to act unreasonably.

Widgery said that Mr Anthony Lloyd, QC, representing Tameside, had submitted that one should ask oneself whether the conduct was such that any reasonable council might take the decision in the prevailing circumstances. It was not a matter for the Minister's subjective judgment.

Mr Harry Woolf, for Mr Mulley, had accepted this, Lord Widgery said.

Mr Lloyd had argued that if one took the objections given by the Minister in his letter of June 11 to Tameside into account, it amounted to nothing. If that was right, as a matter of law, the Minister could not be satisfied that the council was unreasonable.

Woolf had gone back to detailed consideration of the Minister's objections in order to show that they had a great deal more substance than Mr Lloyd would have the court believe.

His argument was largely centred on two schools, Ashton and Hyde. The council's proposals were that they should become sixth-form colleges, but the council proposed that they should become grammar schools, each providing 120 places for selective entry.

Lord Widgery said that the Minister's decision was a victory for comprehensive education over selective education. It was simply a conclusion that there was no time left before September, right on that one point.

Mr Justice Cusack delivered a concurring judgment.

Mr Justice May, also concurring, said that the power given by section 68 was so wide and its exercise could affect so many families that the court should exercise its power to ensure that the power was exercised lawfully within the limits of the phrase in the Education Act, 1944, "in the interests of the community."

Lord Widgery said that it seemed that those proposals formed the core of the case against the council. It was said that the parents of 800 children wanted them to have grammar school education if possible. The children were, therefore, in competition for the 240 places and had to be selected. The cry went up from the Minister: "How is this to be done?"

Originally the idea was to hold an 11-plus exam earlier this year, but it did not take place. Nothing had been heard of selection since then. It was the proposed plan to be used to fill the proposed places.

To make matters worse—indeed, really clinching the matter—there was a difference of opinion between the new council and the official organs of the teachers. The teachers were not prepared to help in devising some kind of selective entry to take the place of the 11-plus exam which had never materialized.

In the end Mr Woolf's argument was that many things would cause trouble in changing plans at the last minute, but absolutely crucial was the fact that there were these 240 places and that there was nothing in the new council's proposals to show how the selection was to be carried out.

The case was not easy and his Lordship's opinion had varied from time to time. However, Mr Woolf had made it plain that there was no time left before September, right on that one point.

Mr Justice Cusack delivered a concurring judgment.

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Not enough protein... bad cooking... and a dull diet Report slams Brent school meals

by Bob Doe

School meals are no fun in Brent. According to a report laid before the London Borough of Brent Council this week it is one long round of soggy chips and overcooked cabbage. All in all, the meals fail to meet the standards laid down by the Government.

The report, by a research team under Professor Arnold Bender of the Department of Nutrition at Queen Elizabeth College, London, was based on a survey of nearly 5,000 children in 12 of the borough's schools.

Professor Bender's team found that every school they looked at failed to provide school dinners with enough protein in them to match the standards of the Department of Education and Science, and only two were providing meals with enough energy foods to do so, though they say these findings are not peculiar to Brent.

The main finding was that the average meal served did not reach the standard laid down. The DES Circular 3/68 says this is 880 Kcal of energy foods and 29 grams of protein in each meal.

Though the team found food wasted, badly cooked and arbitrarily shared out—in some cases teachers shored more than their fair share—the report says "the most significant point was that schools did not seem to be purchasing enough raw food to meet the target."

Mostly what they found was the 11-12 age group, which are meant to cover the bulk of the school population, below the separate recommendations of the Department of Health and Social Security which say school dinners should provide one third of a child's daily food needs.

The researchers checked how much food was bought, how it was prepared and how much was eaten. In 20 pupils more closely their dinner was weighed as it was being served and the leftovers recorded. Food was wasted because kitchens were supplied with poor produce or spoilt what they were given. Faty meat and poor joints—"small pieces of meat kept together with string"—fell to pieces when cut.

The researchers said they could have bought better fruit and vegetables in the shops, and cheaper too than those supplied to schools. They got most of their through the Greater London Council's bulk buying scheme.

Waste too occurred in preparation and cooking. Too much meat was cut off with the fat, or too many outside leaves taken from lettuce and cabbages. Cooked cabbage was often found to contain only half the vitamin C it should have, because of overcooking, and in one case it had less than a tenth.

Food was often haphazardly and unappetisingly served. Little awareness about or attention to portion sizes was found, and they tended to vary between staff, from day to day and between schools. Some pupils got inadequate meals as a result, while others got more than they could manage.

Professor Bender's report says: "The problem of portion control is most important as it has a very large effect on the nutrients served to individual pupils." He suggests that schools should be provided with better utensils for portioning out food, that the cooks' serving spoon, had some ideas and there should be more opportunity for them to share these.

The young schools were organized in the lunch hour had an effect on expected "eat up" everything per cent; but the majority of schools made no attempt to do this. An indication of how many pupils' major part of their nutritional needs is provided by the section of this report that looked at the children's weight and daily diet. Five per cent were found to be "poorly fed" having little or no

NUT talks tough on staffing

by Bert Lodge

The number of children on part time schooling next term after the decision by the National Union of Teachers to step up sanctions, will be encouraged in a traditionally militant sector of the teaching profession.

The union announced last Saturday that from September, when they escape unemployment, its members will be advised not to teach classes of more than 35 children—30 in reception and infant classes. This is an advance from the current policy of refusing to cover for colleagues absent for more than three days which the union claims has affected 500 schools this year.

It also differs in that, instead of waiting for teachers to initiate the action, the union will seek out authorities with poor staffing ratios and advise its members in that area to impose sanctions. But these can only be authorized by the union's action committees if two-thirds of NUT members in a school are willing to act.

The choice of 35 as the maximum class size will mean that most of the NUT members advised will be primary teachers since few secondary schools run classes above that figure. Primary schools are staffed mainly by women teachers with a formidable reputation for conscientiousness, who may be unlikely to respond to the union's urging to make themselves awkward at the expense of the children in their classes.

"We are confident they will respond," Mr Max Morris, head of a London comprehensive and chairman of the union's action committee, said this week.

"Many of the schools where action has been taken in recent months are primary and the support has been overwhelming, so much so that we have felt no need to instruct, merely advise our members to take action."

Mr Morris agreed that his label of the policy as a "job-creation programme" for the sake of all the teachers unemployed amounted to a moral leverage under those teachers traditionally reluctant to adopt militant poses.

Mr Jarvis, general secretary of the NUT, said: "It's no longer a question of virtue in waiting up with one's lot but in doing something to end teacher unemployment."

Mr Morris added: "And in doing something colleagues out of work they will also be improving their own situation."

"The country is being brainwashed into accepting lower levels of educational provision, not just this year but next year and the year after. The Government is getting people used to it by one alarm after another of cuts."

Mr Jarvis said the number of children in classes over 35 was getting on for a million. A London borough had 218 classes of this size and a county council in the north-west more than 900.

Although the grounds for union action were being extended to class sizes, Mr Morris emphasized that the no-cover policy would continue. "But now it will be when a teacher is absent for one day or more. And our members will also refuse to cover for unfilled vacancies," Mr Morris said exception would be made where teachers were out of school on examination work, for instance, or on Schools Council or union business.

The effect of the no-cover action has varied considerably, depending on where it was applied and when. Certainly any action now or in the past month has been negligible, as Whitsuntide leavers released staff on other duties and the traditional outdoor activities stimulated by fine weather disrupted timetables.

However, the NUT can claim significant results in Sandwell. Sanctions were started in February, and in May the authority announced it could employ 32 more secondary teachers from September.

About 500 schools in Devon, Cumbria, Surrey, Kent, Leicestershire and Bromley are currently the object of sanctions, the union says.

Mr Bryan Laister, deputy chief education officer for Devon, said this week he was unaware that any pupils had been sent home as a result of the NUT action in more than 150 Devon schools.

"The head teachers generally been able to arrange for a supply teacher to come in and the authority has paid. I think it has cost the authority a bit more to avoid children being sent home, and in September we would expect it to cost a bit more."

In Cumbria Mr Peter Boulter, director of education, said children had been sent home, because of action by the National Association of Schoolmasters-Union of Women Teachers, who this term refused to continue classes of more than 35 in primary and 30 in secondary.

"That was quite worrying," Mr Boulter said. "At three schools we had children away for two weeks. This led to our negotiations with the NASUWT and as a result an agreement by both sides to invoke the grievance procedure so they have withdrawn sanctions for the time being."

He thought approximately 50 schools were involved in the dispute with the NASUWT. The NUT claims that its members in 107 schools are applying sanctions.

Asked if Cumbria was the north-western authority with oversize classes referred to by the NUT, Mr Boulter said he did not think so, although he admitted there were some classes of that size in the county. "But we shouldn't have next term. We think we can cut classes down without having to appoint any more staff."

This introduced another unknown factor. In order to keep their schools running smoothly some heads will move pupils from class to class in order to keep numbers below the 30 or 35 maximum. As Mr Boulter put it: "If you get, say, 31 in a group, it's a bit artificial to push a child into another class, but we can do it."

One measure which could provide more places for new teachers is the early retirement of older members. Mr Jarvis was not optimistic.

"The attitude of the authorities is that it's going to be so costly that many authorities will want to operate it. Yet when the idea was first talked about, it was the possibility of financial saving which appealed to them."

At the moment the two sides are stuck on the degree to which an early retiree's pension should be enhanced. "The authorities want it to be from one to 10 years but we want it to be from six and two-thirds to 10 years," said Mr Jarvis. "And we want a national agreement, not arrangements left to the discretion of individual authorities."

The teachers and the representatives of the Consortium of Local Education Authorities are due to meet next Friday.

Mr Andrew Hutchings, secretary of the Assistant Masters Association, whose 40,000 members work in secondary schools, said that his association sympathized with the NUT attitude.

The AMA policy was far less than that of the teachers' union, and if there was no improvement in staffing, the executive would authorize action. This would amount to not covering for posts left unfilled, nor for avoidable absences.

"We shall do the same as we did in Sandwell," he said. "There has to be a majority of members in the school ready to support action. Any individual consciences against taking action will be respected."



Lord and Lady Plowden wait in the sunshine to receive honorary degrees from Loughborough University last week.

Give governors more control of curriculum, say Fabians

School managers and governors should have more control over the curriculum, the Fabian Society said in its evidence to the Taylor Committee this week.

Because cultural and other outside interests must be considered, what was taught was essentially a matter for the governors, not for the teachers.

The idea that the curriculum is properly the preserve of those who have been professionally trained to design curriculum and to teach can no longer be tolerated. Allocation of resources and forms of grouping pupils should be approved by the schools' governors, as should its disciplinary policy.

"From now on governing bodies should go public. Members should be known to have the responsibility for acting as a go-between of the school and its neighbourhood."

Head teachers would remain responsible for the school's organization and discipline and contact with other professionals, such as the local authority welfare service. But since general policy springs from particular actions, it must be accepted that all aspects of the way the school is run can be brought before the governing body.

The Fabian Society's evidence, which was written by Mrs Anne Corbett, the educational journalist, says governing bodies should be re-organized to include teachers, parents, politicians, local representatives and sometimes pupils. No one group, political or otherwise, should dominate, as has been common practice so far. It should be "up to the I.C.A.S. to specify the detailed membership in response to local circumstances."

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State school pupils slip back in Oxbridge entrance stakes

Fewer pupils from maintained schools are going to Oxford or Cambridge, in spite of the willingness of some colleges to treat them favourably. This is revealed by the latest figures from the Department of Education and Science on what happens to school leavers.

The figures, published on Monday, show that in 1974 1,830 leavers from maintained schools expected to go to Oxbridge. This was 40 more than the year before and 310 more than in 1972.

At the same time, independent school pupils had a bumper year, with 1,400 getting Oxbridge places, the highest figure for at least the 10 years. This meant that the proportion of Oxbridge entrants from maintained schools fell to 41 per cent, the lowest figure for many years, while the proportion of independent school leavers jumped from 59 to 59.5 per cent.

The total number from maintained schools reflected a steady increase in comprehensive entrants, from only 370 in 1970-71 to 770 in 1974. This was offset by a fall in those from grammar schools.

However, the figures are not very reliable. They are based on a questionnaire sent to schools last year, in some cases heads may not have accurate information," the department says.

It is shown by the fact that according to the DES figures, the number of leavers destined for Oxbridge fluctuates dramatically from year to year. In fact admissions have increased fairly steadily. What the figures do show is that 1974 was an excellent year for independent schools for admission to all universities. Nearly 6,500 public school pupils were destined for universities, the highest number for years. Comprehensives also sent more pupils to university than ever before, but the total from maintained schools stayed at 26,500.

The statistics also show that the rapid increase in the number of girls passing A levels appears to have ended. For some years the number of boys passing A levels has remained steady at 70,000. In 1968-69, for example, 51,300 girls passed one or more A levels and this increased to 61,000 in 1972-73. It now looks as if a plateau has been reached at this level.

As expected, raising the school leaving age resulted in a big increase in the number of young people taking public exams. In 1974 more than 200,000 leavers had a CSE grade 2 to 5 (but not GCE pass), two and a half times the 1971-72 number of 80,000. But the proportion of leavers with at least five or more O levels including CSE has remained at under 25 per cent for the past five years.

Also the performance of young people in CSE declined in 1974. Only 91 per cent of candidates achieved a grade 5, compared with 94 per cent the year before. The proportion gaining grade 1 fell to the 1967 level of 14 per cent.

Statistics of Education, vol 2, 1974, School Leavers CSE & GCE. HMSO, £3.85.



Eyes down for the 16-plus: governors at the Schools Council meeting. Right (top to bottom): Terry Casey, Eric Briault, Sheila Wood, Fred Jarvis

Mulley asked to act quickly on 16-plus

Three-quarters of a million boys and girls who start secondary education in September could be the first holders of the Certificate of Education, the new award which was recommended to the Education Secretary for approval by the Schools Council last week.

The governors of the council met in a hired hall in London to approve a common system of exams which will replace GCE O levels and CSE. They voted for the proposal by 57 to 6 after a three-hour debate on 22 points of detail.

The proceedings were frequently punctuated with music-hall barracking, ribald comments and invective from the largest group of governors, the National Association of Teachers, towards any attempt to modify the proposals.

The six who voted against were representatives of the Headmasters' Conference, the Incorporated Association of Preparatory Schools, the Confederation of British Industry and the three votes of the Assistant Masters' Association.

The decision to recommend to Mr Fred Mulley, the Education Secretary, that the 16-plus be set up "at an early date" was never in doubt. Spunkier after speaker proclaimed support in principle for the plans. What was at issue was how the system would be organized and there were fears that standards would fall.

Mr Michael McCrum, headmaster of Eton College and the Headmaster's Conference representative, said the plans as they stood now were a dog's breakfast.

The proposals hardly make sense. There are totally unresolved issues of time, administration and academic effectiveness. I don't think Ministers should be served up with a dog's breakfast.

Mr McCrum said Mr Mulley should be asked to approve the plan in principle and implement it as soon as the remaining doubts were resolved. He was defeated by 41 votes to 18.

Lord Alexander, secretary of the Association of Education Committees, proposed an amendment also asking for Mr Mulley's approval in

The Schools Council last week voted overwhelmingly for a common exam system to replace O levels and CSE.

Stephen Cohen reports

principle. "We should then make a further recommendation on its introduction in due course", he said.

Mrs Irene Chaplin, of the Association of Metropolitan Authorities, opposed him. She said any postponement would continue the segregation of children into GCE sheep and CSE goats.

In a sideswipe at the AEC which represents only a fraction of local authorities, she said it was wrong to suggest that postponement would be welcomed by authorities.

Mr D. I. Morgan, of the NUT, said he found it odd that Lord Alexander supported the 16-plus in principle, but was doing his best to sabotage it. Lord Alexander's amendment was also defeated.

The Vice-Chancellor's Committee proposed another amendment to the 22nd point which expected that the system would start five years after Mr Mulley gave the go-ahead. Professor W. A. Stewart said that it should be passed, provided agreement on an administrative structure had been reached.

Mr Laurie Green, for the NUT, attacked this amendment as nonsensical. "It could be that one body could be intransigent and hold up agreement," Professor Stewart's point was defeated.

The GCE boards objected to the recommendation that administration of the exam should be controlled by teachers. Professor R. Billett, for the boards, said the proposal would not work because universities would be unlikely to change their statutes to allow teachers to control the governing bodies of examining boards.

Professor Billett said any change

in the statutes of London University would have to go before the Privy Council which was unlikely to pass them while the University of London Act was under review.

He suggested that teacher control should mean that those closest to the students would have the major influence in determining the syllabus and schemes of assessment and in appointing examiners and moderators.

"This does not, however, necessarily mean that teachers should be in a majority on committees controlling the total resources of the board and other examinations."

This issue was crucial to the GCE boards. If the amendment was rejected by the governors, Professor Billett was instructed to vote against the 16-plus. It was not passed but there was then some confusion in the hall.

Professor Billett's original amendment had an extra four lines tacked on to it on the other side of the amendment sheet. It was assumed that these four lines were also defeated. But Sir Alex Smith, the chairman, put them as a separate amendment. Their effect was closely similar to the original amendment in that they ruled out a teacher majority on the governing council of an exam board.

Instead, teachers would be allowed a majority on the policy making committee concerned with exams at 16-plus. This said in four lines what the original amendment said in 17.

It was put to the vote with little debate and carried. The governors were apparently so confused that one or two of the NUT representatives voted for it.

Professor Billett was satisfied and he subsequently voted for 16-plus after another amendment on the administration of the exam had been carried.

The governors were being asked to "recognize the importance of seeking a viable and general acceptable utilization of the facilities and resources of the boards at present offering CSE and O level examinations to provide an effective and economic administrative structure for the common system of examining."

The amendment was to change "seeking" to "securing" and add "demonstrably" before "economic".

Most governors agreed with the proposal. But most opposed

"demonstrably." If the structure was economic, it was economic full-stop, would be seen to be economic and there was no need to say it should be seen to be economic.

That was the gist of the NUT's opposition to "demonstrably" but the National Association of Schoolmasters claiming that the 16-plus would involve a high expenditure and the Association of Metropolitan Authorities and the Association of County Councils voicing concern over costs.

Mr G. R. Adams, of the Church of England board of education, said he was not yet convinced that the reform of 16-plus exams should be given higher priority over other, more important things, such as adult and nursery education.

Mr J. H. Holbeck, of the Head Masters' Association, who proposed the amendment, said the two papers on costings of 16-plus produced by the Schools Council staff were the weakest papers he had received.

"Demonstrably" would show the Education Secretary that the council was being responsible.

Mr John Gray, for the NUT, said some GCE boards had so much money that they could afford to circularize schools with literature opposing the 16-plus.

Mr Jack Chambers, also for the NUT, said there was no means of knowing accurately how much the exam would cost.

Mr Arnold Jennings, NUT and chairman of steering committee of the council which covers exams for 14-year-olds and over, said it was not surprising that the costings were thought to be inadequate since it was impossible to get figures out of people who were opposed to 16-plus.

They were asked for figures and said they could not produce them. But when the costings papers were produced they were criticized on the basis of estimates which were not revealed.

"Demonstrably" was not included. Earlier, Lord Alexander asked a question about the certificate to be awarded. It was proposed that there should be seven grades and an unclassified category which would not be recorded on the certificate. Would that mean Lord Alexander asked, that a child could get a certificate with nothing on it if it failed the exam?

The proposal said the exam results would be shown on the certificate, together with the unclassified category which would not be recorded. That seemed as if there had to be a certificate on which the unclassified result would not be shown. If it was not going to be shown then there had to be a piece of paper on which it did not appear.

Mr Jennings said the certificate would not get a certificate. The governors agreed that the

casey's organization with 86,000 members has four seats on the 76-strong governing council. The NUT, with 220,000 members (two-thirds of them in primary schools), has 17 seats.

He said the Schools Council did not have the confidence of teachers because of the "monopolistic way the council has been ruled by the NUT."

Mr Terry Casey, the general secretary, said his union represented the largest number of teachers in secondary education. The NUT had used its majorities on council committees to create and strengthen a monopoly, he said.

Mr Fred Jarvis, general secretary of the NUT, said the whole issue of teacher representation should be looked at. "It might be suggested that some adjustment in the representation of other organizations might be in order."

Lord Alexander, secretary of the Association of Education Committees, proposed that a special case should be set up for the inter-voting strengths but this was defeated by 31 votes to 29. Mr Jarvis said that an investigation suggested that an investigation should be carried out by the committee of private employment which the NUT has four out of nine seats allocated to teachers' unions. This was then carried.

top three grades should be equivalent to O level grades A, B and C and the other four grades should be the same as CSE grades one, two, three, four, and five. They agreed that the new grades would at least maintain present standards.

The 16-plus will be open to candidates from schools, further education colleges and other institutions as well as private candidates. This will be no upper or lower age limit on entries and it will be set by the boards.

The governors recognized that it was essential that further development work be carried out before introducing syllabuses. They agreed that they would take steps to reach agreement on administrative matters on the acceptability of the exam had been taken by Mr Mulley.

After the debate, Sir Alex Smith said the 16-plus was a sensible and desirable development. "Children want it," he said. "About two or three years more development work was needed to iron out the wrinkles in standards. I do not see any reason in this system why standards should change. We are responsible for standards and we won't let them slide."

if you want the job, take Mum along

time job seekers and middle-class job changers can find advice in new publications this week.

In *Twenty Helpful Hints for Job Hunting*, a pamphlet prepared by the Federation of Personnel Services, young people are given all the advice their careers should have given them any time and turn up looking smart—like a parent along with them.

The Federation, which is the trade association of private employment agencies, says it has produced the pamphlet after a nationwide survey last year, which found tens of

Jobless 'thrown out of home'

Some teenagers are being thrown out of home by their fathers because they cannot get jobs, said Mrs M. Holmes, assistant principal careers officer of Cleveland, on Sunday.

She told the annual conference of the National Association of Careers and Guidance Teachers in Nottingham that many jobless teenagers suffered genuine distress because their parents did not understand.

Fathers still tended to think that their children could get jobs if they really tried. Many young people who had rows with their parents "bitch-hiked" to London where they might be drawn into vice and crime.

One reason for conflict in the home was that parents could not cope with the social security money brought in by their unemployed children. Most young people smoked and drank, and this

did not leave much for their mothers to feed them on.

Mrs Holmes also said that several doctors had telephoned her offices in her authority about young people who were severely depressed. In fact there was nothing wrong with them that a job would not cure.

One of the effects of unemployment was to cut young people off from those of their friends who did have jobs.

Mr Charles Kaye, a Merseyside careers teacher, said that a girl at his school had come in recently battered and bruised. Her father

had beaten her when she had said that she wanted to stay at school.

Mr Derek Webber, head of Churchfields School, Swindon, drew attention to the special difficulties faced by unemployed school-leavers in rural areas. All sorts of local services such as the school bus were suddenly cut off when they left school. The nearest careers office might be a long way away. Competition for farming jobs was fierce. A recent job in Worcestershire attracted over 500 applications.

Another difficulty facing young people was that many smaller employers, particularly shops and supermarkets, tended to sack their young employees just before they were due to get a pay rise.

Mr Webber disputed the idea that all unemployed young people all had a miserable time. Many bought motorcycles on hire-purchase, partly to allow them to travel round looking for jobs but mainly for pleasure. They were able to pick up girls, sit in the sun, or go fishing. The country was in danger of creating cells of West Coast hippies.

Careers teachers conference
Reports by
Philip Venning

Move where the work is, teenagers told

Schools must teach pupils to move away from home in order to find work, Mr Bill Law, of the National Institute for Careers, Guidance and Counselling, told the conference.

Many children would not work for more than a 50p or even 30p bus fare away from home. This tendency was more marked in Britain than in other countries, and education should take some of the blame.

Because the number of low-level jobs was declining, more school leavers would have to choose between intermittent unemployment and moving about the country.

He blamed schools for encouraging leavers to think it was good to be in paid employment. Instead they should emphasize you could be a worthwhile human being without paid employment.

Schools should teach that it was possible to be without a paid job and retain dignity. For centuries the aristocracy had survived with-

out jobs. "Now some of the rest of us are going to get the chance."

Education for leisure could mean keeping the young unemployed off the streets and no more. It could also help them discover their individuality and capacities, taking part in activities that might not be paid.

Mr Law also called on guidance teachers to help children prepare for uncertainty. Schools tended to encourage the young to make definite career plans based on some certainties. This was dangerous.

Five years ago, for example, most guidance teachers probably advised some pupils that teaching was a safe career.

School should do more to teach the young about the consequences of decision-making and about accepting responsibility for their own lives.

The past a young person's life chances and job he got were largely determined by where he lived. This had been superseded by competition for jobs based on

examination success. But there was now an increasing tendency for a young person's chances to be decided by what he actually wanted out of life. This needed more guidance than was offered by schools at the moment.

Inquiry demand

A royal commission should be set up to look at the education, training and employment of the 16 to 19 age-group, the conference agreed.

This was one of the clauses of a successful emergency resolution presented by Mr Ray Hoppell, the president. The motion also called on the Government to make spare training capacity in firms by offering grants to firms willing to take on young unemployed people. It should also give financial help to local authorities to increase the number of further education and training courses open to young people.

Coal Board dig deep for recruits

by Jane Feinmann

The National Coal Board is finding it difficult to get mining engineers to fill its top jobs.

Mining engineers are prestige people in the NCB, but viewed from outside the job appears to lack glamour. Although there is no shortage of graduates in mining engineering, few want to work for the coal board.

According to an NCB education officer, the reason is, that very few people want to go into mining unless they have family connections in the industry.

To combat this lack of interest, the NCB started week-long courses in mining engineering eight years ago, run in cooperation with Leeds, Strathclyde, Nottingham, Newcastle and Cardiff universities.

Of whom have mining departments in the mining departments, where the boys were able to try out the elaborate mining equipment, under the supervision of postgraduates. An afternoon was spent finding out how to start a new coal seam.

The courses are not cheap to run—they cost approximately £1,500 each—but the NCB considers them an excellent investment. There's a twofold gain. They alert the careers masters and advisers to the sort of jobs available, and they do catch the interest of the kids. About one third of mining scholarships now go to people who have been on these courses, said Mr Nathan.

The course run at Nottingham last week was fully residential, with all expenses paid and organized by the NCB and the university. It included talks and experimental work in the mining departments, where the boys were able to try out the elaborate mining equipment, under the supervision of postgraduates. An afternoon was spent finding out how to start a new coal seam.

Mr Nathan said that the NCB was looking for people who were not just interested in mining but who were also interested in the social life of the university as well. They go to the cinema and have quite a bit of free time when they can mix with students, said Mr Nathan.

A few months after the courses finish, the coal board writes to the sixth-formers, reminding them that the scholarships exist and enclosing an application form. None of the sixth-formers at Nottingham last week wanted to commit themselves, but many said the course had opened their eyes to new options.

Chris Sharp, from Louth, said: "I hadn't really considered engineering before because I'd never really thought of myself as an engineer—more on the chemistry side. Now I'm beginning to see that it really could be very interesting."

taking into account the variables of manpower and available funds. Outside visits were also arranged—one afternoon was spent at an open-cast site, another going down a coal mine.

The boys appreciated the general attitude that they were there to enjoy themselves as well as to digest information. "We emphasize the social life of university as well. They go to the cinema and have quite a bit of free time when they can mix with students," said Mr Nathan.

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playing the selection game are followed by details and profiles of the country's leading firms, their training and benefits. The final part, "Jobs in Detail", is, in effect, a permanent noticeboard of regular vacancies and recurring posts. The book also has details of professional trade and training associations.

Twenty helpful hints for job hunting school leavers. Federation of Personnel Services, 10p for 10 copies.

How to get a job. By Majorie Harris. Institute of Personnel Management, 55p.

Synopsis 1976. New Opportunity Press and The Sunday Times, £2.20.

A visitor records his heart rate at a Physics at Work exhibition, at Birmingham University last week. It was organized by the Institute of Physics to show how classroom physics relates to industry.

High cost of Mode 3 denied

Mode 3 examining is no more expensive than Mode 1 or 2 according to a report published for the annual general meeting of the West Yorkshire and Lindsey Regional Examining Board last week.

In its annual report and accounts, the board takes the unusual step of replying to an article in the *TES* (May 21) about claims by the Cambridge GCE Syndicate that the common exam at 16-plus would be too costly.

Mr R. G. Capes, the board's secretary, said the article gave the impression that the CSE boards were in need of financial advice and

that Mode 3 was "perniciously expensive" and "the root of many financial evils."

In the West Yorkshire and Lindsey region 70 per cent of the CSE entries were Mode 3 and there was no significant difference in the costs of Modes 1, 2 or 3. A little over 90p of each £2 entry fee went in payments to teachers, and 17 per cent of the board's income was accounted for by staff salaries and wages.

Mr Capes said his board's fees are cheaper than the average four or five subject entry than the Cambridge Syndicate.

Teach in France for a term

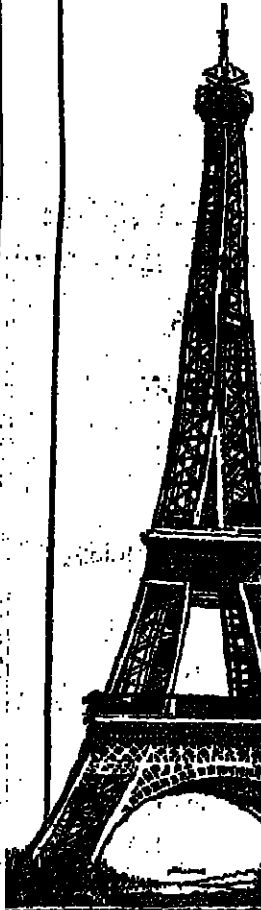
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Casey challenges NUT 'monopoly' on council

The National Union of Teachers' dominance of the Schools Council was challenged last week by a rival union.

The National Association of Schoolmasters' Union of Great Britain wants to double its strength on the governing council to elect the other eight committees and sub-committees.

Mr Terry Casey, the general secretary, said his union represented the largest number of teachers in secondary education. The NUT had used its majorities on council committees to create and strengthen a monopoly, he said.

Mr Fred Jarvis, general secretary of the NUT, said the whole issue of teacher representation should be looked at. "It might be suggested that some adjustment in the representation of other organizations might be in order."

Lord Alexander, secretary of the Association of Education Committees, proposed that a special case should be set up for the inter-voting strengths but this was defeated by 31 votes to 29. Mr Jarvis said that an investigation suggested that an investigation should be carried out by the committee of private employment which the NUT has four out of nine seats allocated to teachers' unions. This was then carried.

Mr Casey was making his first appearance at a governors' meeting for some years. He said he had not attended before as a matter of policy; he thought it better that a serving teacher should deputize for him.

LETTERS

Chance to get rid of incompetents

Sir—The total teaching force in Britain must be more than 500,000. The number of newly trained unemployed is put at 17,500.

Now in my 30th year in the profession, I have for the last nine years as a head been in plentiful contact with my colleagues on both the HMC and the HMA. If we all spoke the truth, we—as well as our assistant staff—know perfectly well that nearly all schools have one teacher in twenty who, for a variety of different reasons in different cases, ought to be removed from front line contact with pupils in the classroom.

Why can nobody apply the obvious logical solution? It is not through lack of courage—unpleasant though these matters are—but because of the law. By making security of tenure a kind of sacred cow, the Government and the unions, in all departments of our national life, have clogged up the machinery, reduced productivity and created unemployment. We live in a country in which it is now virtually impossible to dismiss anyone.

Teaching is exceptionally vulnerable to the evils of this state of affairs, for the law must always be

concerned with clear proven facts, and incompetency or idleness, being invariably manifest in the realms of the abstract, the unmeasurable, in the normally respected privacy of the classroom, and in the minds of the children.

Many fanciful and unrealistic solutions have been propounded in your columns and elsewhere to help the newly trained who cannot find jobs. They are all palliatives. Unless we can get the central problem solved, the situation will worsen annually, to the detriment not merely of the newly trained but of the country's children.

R. G. EDWARDS, Headmaster, Queen Elizabeth's Hospital, Bristol.

Questionable questionnaire

Sir—Once again I find myself with that dubious honour, part of a random sample, this time invited to complete a questionnaire for the Warwick Committee of Enquiry into Special Education. I am appalled that scarce resources are being squandered on a questionnaire so poorly devised, so patently unvalued by a trial run, that its statistical findings will be meaningless. Nevertheless, I fear that, as so often happens, they will be widely used and quoted.

For how many (in my school), it asks, is the main problem in the learning situation?

(a) Intellectual (limited ability)? What criteria shall I use in estimating that number? Those on the borders of educational sub-normality? Or those whose limitations deter them from courses and options leading to a socially recognized qualification? And how are these children separable from those with:

(b) Particular learning difficulties? And which of these, as every practising teacher knows, is not very likely also to have:

(c) Emotional or behavioural difficulties as either the cause or the product of their special educational difficulties? Four questions later, and I am asked for the number of my non-teaching helpers. Do they mean ancillaries? Those include, in my

school, laboratory and workshop technicians, administrative and clerical staff, caretakers and cleaners, a library assistant. All these "help", without question; but is this help what the compilers of the questionnaire have in mind?

Six more questions, and I have to place in rank order an unbelievable disparate thirteen factors said to "contribute to the successful integration of a handicapped child in the regular class of an ordinary school." Two such factors are "information about a child's medical or psychological (sic) history" and "information about a child's background." Unless words have lost all meaning, the former is part of the latter. Another factor is "physical environment." Yes, just like that! Within the school? Within the community? Or that of the individual child?

Of the first fifteen questions, only five are capable of objective answers. Most of the rest are highly subjective, and so imprecise as to be worthless. The assembly of facts about the handicapped, of whatever category, is of the utmost importance. Of one thing I am certain: they will not be assembled through this questionnaire.

CYRIL POSTER, Headmaster, The Sheppey School, Minster, Sheppey, Kent.

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For further details, please write to the Schools Booking Manager at the Shaw Theatre.

Complimentary or critical, but let them see reports

Sir—I find it difficult to accept that the head of the Knights Templar School ("Ealing Comedy", June 25) seems unable to understand what is being said by the Ealing head. Clearly the implication is that, since the Ealing head does not appear to be willing to integrate a handicapped child in the regular class of an ordinary school, the teacher is not giving full satisfaction.

This, however, leads to further implications. It appears to me that either the Ealing head is unsure of his ground or he is failing in his duties in not trying to get the teacher to improve.

I can see no point in the "confidential report" system since if the report is a good one, there is no possible reason why the teacher should not know. If the report is critical, then surely the teacher should be told so that he has the opportunity to put right any alleged shortcomings.

Thus, one might ask what the parents of Ealing should be told. Is it to be suggested that these parents should be told that their child has a head who is not prepared to face up to his responsibilities but would rather continue to employ a teacher who is not giving satisfactory service than make constructive criticisms of the work he is doing?

HEMMIS J. SALL, Ilton, Devon, Bexley Association, National Union of Teachers.

Dissemination

Sir—May I correct a misstatement conveyed in your column headed "Curriculum casts up" (June 11).

The £32,350 voted by the Schools Council to Moral Education 8-13 was not to enable the project to complete its work for publication. That is done. The money is for a two-year dissemination exercise.

I believe the extra money voted to other projects mentioned in your column is also for further work. PETER MCPHAIL, Director, Moral Education Project 8-13.

More viewers

Sir—Mr Griffin Beale's article on the excellent series *Viewpoint* credited BBC's *Scene* with an audience of 15 per cent of secondary schools. It has, in fact, 26 per cent and rising.

RONALD SMEDLEY, (Group 11), Executive producer, School Television.

Protecting the vulnerable in hard times

Sir—Your leader "Peter and Paul" (July 2) on the proposals of a working party of chief education officers (multi-racial areas) (which I think indicates a surprising lack of awareness of the education realities in areas such as Birmingham, Brent, Ealing and Kirklees. During times of "no-growth" and budget reductions, one of the undeniable responsibilities of the educational authorities is to maintain opportunities for the most vulnerable members of society. During times of "no-growth" and budget reductions, one of the undeniable responsibilities of the educational authorities is to maintain opportunities for the most vulnerable members of society. During times of "no-growth" and budget reductions, one of the undeniable responsibilities of the educational authorities is to maintain opportunities for the most vulnerable members of society.

Although you might regard our funding proposal (based on present assessments) to be on a small scale, £20m a year at 1975 prices, is not a figure picked at random, but based on an examination of the above-average expenditure and that required to develop a service which can offer

What's autecology, Dad?

Sir—At the biology O level exam recently my son met for the first time the word "autecology". The question asked for a description of the "autecology of a living organism"; not knowing the word he guessed it meant the life history, and answered accordingly.

On his return home he asked me if he had been correct in his assumption. I admitted I did not know the word. It seemed to me unlikely it would be in the Concise Oxford and a quick check proved this to be so, but I told him confidently we would find it in the two-volume *Shorter Oxford*. We did not. I then tried a 1974 edition of the *Thesaurus*, a *Dictionary of Technical Terms* (1968) and the *Encyclopedia Britannica* of the same year. The word was not to be found. Nor, when we searched the two textbooks on biology he had studied for this exam, could we find any trace of it.

I was a friend who possesses the full *Oxford English Dictionary* and he obligingly went to the appropriate volume and brought it back to the phone to read me the definition. The word was not there. Since it was apparently not derived from Latin, but almost certainly from Greek, I then wrote another friend who is something of a Greek scholar and naturally has a good Greek dictionary. He racked first his memory, then his books, and admitted defeat.

Catch 22 of unemployment

Sir—Is it too simplistic to expect that special units could be set up, either centrally or locally, which could advise and make constructive recommendations to unemployed teachers and to the local authorities faced with the reversal of the former teacher employment situation in which most of their administrative procedures and regulations were set up.

Leaving aside the wider political issues, there are still ways in which education and employment prospects could be improved. If the teacher should be told so that he has the opportunity to put right any alleged shortcomings.

Thus, one might ask what the parents of Ealing should be told. Is it to be suggested that these parents should be told that their child has a head who is not prepared to face up to his responsibilities but would rather continue to employ a teacher who is not giving satisfactory service than make constructive criticisms of the work he is doing?

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Doomy days for Britain's gardens

There can be few people associated with gardens, parents, teachers or administrators, who are not concerned as the present time of year with many excellent boardings.

The point here is not the meaning of the word in itself, but the question of the use of such a word at an O level exam. Certainly scientific subjects are expected to be able to use technical vocabulary associated with the study of a particular subject, but the vocabulary should be relevant to the level of the study and the questions which are set.

It is less known is that there are 500 boarding schools offering education, a handful of which are local education authorities. In addition there are day schools who also take boarders.

Many are in jeopardy as they cannot pay the running costs of their boarding schools. Some are in jeopardy as they cannot pay the running costs of their boarding schools. Some are in jeopardy as they cannot pay the running costs of their boarding schools.

As the present unemployment situation has become more acute, teachers in part-time positions (full time appointments) would prefer half-time jobs. This could be assured of security of tenure. While not universally approved practice, there are some who would leave full-time jobs for part-time work.

These are only some of the difficulties which beset this year's logo leavers, many of whom are prepared to make constructive adjustments to their own career intentions, based on the substantial training, if any, common-sense solution were to prevail.

C. T. CRELLIN, Middlesex Polytechnic.

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But exam boards make mistakes too

Sir—In the current discussions about the 16-plus one of the reservations frequently expressed is that this will lower standards, especially if it is in the control of teachers.

The implication is, apparently, that only the existing GCE boards can run an exam system which will produce the standards of literacy and numeracy which industry demands. Yet is this so? To take one GCE board (the Associated Examining Board), and one subject, history as an example I have noted widely differing standards in the examinations for one history syllabus and another, a series of elementary errors or faults in the exam papers, and inadequate syllabuses also containing major faults.

We teach AEB history syllabus one and four. Syllabus one is very easy—arguably too easy. Syllabus four is exceptionally difficult and we find requires twice the teaching time. Even then candidates are confronted with impossible questions. We have noted endless examples of this recently but will quote two from this year's papers.

Question 69 of syllabus one on Russia required a straightforward factual account of events over 15 years which could have been attempted by any competent candidate. The equivalent question on syllabus four required a detailed knowledge of two very obscure proclamations concerning events during one month. Failure to identify the month would mean the candidates could not answer the questions.

Indeed, a senior lecturer at a local college of arts and technology said his degree students would have had difficulty with that question.

A second example concerns question 67 on the syllabus one paper requiring standard knowledge of the peace treaties at the end of the First World War. The parallel question for syllabus four was much more difficult and worded in language likely to defeat many O level candidates, even if they had a thorough understanding of the peace treaties.

Our reaction was to wonder whether those setting questions like this have ever had any experience of teaching O level, and if not, wouldn't it be better if questions were set by teachers who had? At the moment it is often impossible to find even a mention (let alone any detail) of some of the topics asked on syllabus for exam papers in any of the O level textbooks recommended by the AEB. Indeed I'm still trying to find the two proclamations.

There are easier questions on the syllabus four papers, but all the questions on syllabus one are straightforward. Moreover the fact that some questions on the syllabus four papers are much more difficult than others is yet another major fault. Schools and centres who study themes covered by the difficult questions are at a disadvantage compared to centres who may concentrate on other topics where the questions are much easier.

With regard to errors, it may well be that the AEB is the only GCE Board which makes frequent errors in exam papers which should never occur if adequate moderation has taken place. The worst examples (again from the unfortunate history syllabus four) have been:

● The inclusion of questions on the examination paper which according to the syllabus will not be asked. For example, questions frequently appear requiring detailed knowledge of domestic history even though the syllabus states "knowledge of the internal development of states will not be required except where such knowledge is essential to the understanding of the topics listed in the syllabus."

● Detailed questions are regularly asked on the First and Second World Wars, even down to specific campaigns and battles, even though the syllabus clearly states that the two world wars should be taught in outline only.

● Questions have several times been asked where the same material has been required in two questions. The latest example occurred this year when both questions 12 and 20 of syllabus four required discussion of the Yalta Conference of 1945. Repetition of material is a basic error which should never occur in any exam, far less one set externally.

As far as inadequate syllabuses are concerned, there are endless examples. I would note simply here that the syllabus is too vague. It is

not at all clear to teachers what should and should not be taught. A teacher submitting a CSE Material syllabus would have it thrown at him (quite rightly) if it contained as little information as the AEB history syllabus. Syllabus four requires reactions to world events, British reactions are fortunately often irrelevant (especially since 1945) I first as 1974. They said they were considering a syllabus revision which would "bring Britain" and they thought "this would be of benefit to all concerned". When I asked them why Britain still appeared in the 1977 syllabus, I was told that "syllabus revision does take a long time".

A slight understatement—but at least that letter was answered. We are still waiting an acknowledgment to the one we sent on June 16 about this year's exam paper. If these experiences are in any way typical, it helps to justify the reasons for teachers and not the GCE boards being in a majority when the new exam boards for 16-plus are set up.

But that is still in the future. In the meantime it is not possible for there to be equitable treatment of O level candidates, if not between the different examining boards then at least within the same board?

K. J. MITCHELL, Head of history, The Manor School, Cambridge.

James' tears are too late

Sir—Your account of the James re-union (June 25) fails to make clear the extent to which the DES (Weaver) policy blueprint and the evolving Thatcher policy determined the critical omissions of the committee's report.

Despite his glosses, Dr Judge shows that the committee was well aware of the implications of the changing supply situation and that it tacitly colluded in the suppression of the key statistical data. To say five years later that "we were a little too easily reassured that the figures would be produced soon" is to shed very belated salt tears.

As Lukes has shown (*Aspects of Education* No. 18, Hull Institute of Education), the DES's actions before, during and since James constitute a prime example of the management of institutional change by an autocratic and near-autonomous government department.

ment. Though Lukes sees the "Weaver" as a "political deft" it has proved expensive and socially disastrous for the system of state education.

Paradoxically, Antony Crosland wrote its epiphany in the middle of the last decade: "I did not regret the NAC after its eloquent report, despite continuing protest and I would never have done so. It was concerned with the future supply and demand for teachers. I thought that was a job that should be done inside the department and not by an amorphous outside body. If the department couldn't do that job, which was central to all its activities, it ought to pack up" (Kogan, *The Politics of Education*, 1971).

FRANCINE RICHER, Oxney Hall, Wansford Road, Bromley, Kent.



Make my pupils smile

Sir—There has been much concern recently about the apparent unrest of the secondary school population. I wonder how many teachers and publishers of teaching aids have considered the possible role of a book of educational materials in contributing to this instability?

More and more materials are being produced which are so depressing in content that it is difficult to see how our pupils can possibly see life in any other way than as being an impossible fight to survive in a world filled with conflict and problems. Almost every source-book of materials to be used in English teaching, for example, is filled with articles and extracts about such normalities as alcoholism, vandalism, violent assault and cynical authority (often teachers are represented in this way!).

I wonder what has happened to what a parent of one of my pupils recently called "the happy days of life"? There is no room in schools for happy days at the seaside or for life really so grim that we expect our pupils to count how many plainclothes drug officers are patrolling the beaches looking for the 14-year-old addict playing truant from his vandalised school?

I would not like to see our teaching ignore the social problems which obviously do exist, but I would like the opportunity to give my pupils a balanced diet without having to delve into the murky depths of a stock-room for an old BBC pamphlet which has an account of a street-outing by charabanc in 1946.

The straw which broke this particular camel's back was a recent catalogue from a major educational publisher which included among its items for teenage consumption a board game called "depression" which was described as being "about mental health" and a game called "Microbes—in which players take on the role of invading pathogenic organisms".

Imagine the scene: Dad asks Jimmy, "What did you do in school today?" Jimmy replies: "It was great! In the morning three old ladies had nervous breakdowns and in the afternoon I bit a baby and she died of rabies!" Please, please publisher, let my pupils smile!

D. P. HYDE, Rufford School, Kirkby, Liverpool.

Pool resources for under-fives

Sir—If it really is pre-school partnership that is wanted by organizations concerned with the under-fives, then why are their colleagues in high places ignoring their wishes? Surely, it would be simplicity itself to form one organization for the under-fives, which would have the responsibility to give financial aid to nursery schools, nursery classes, day nurseries and playgroups.

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SCHOOLS PROM

Applications for tickets to attend the Next Schools Prom on November 29th and 30th should be made to the Royal Albert Hall, Advance Bookings, Kensington Gore, London SW7.
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Sport



Left to right: Willie Reichenstein, Norman Mason, Doug Parnham.

Seven teachers in Olympic canoe squad

by Stanley Levenson

It could be a good omen for Britain's Olympic canoeists—last week manager Ron Ems had to take time off during the pre-Montreal University to receive his BA combined honours degree in physical education and social administration.
The 13-strong team is loaded with teachers, seven in all, plus Mr Ems, plus team coach Mr George Cooper, who is a lecturer in Birmingham University's PE department.
The most experienced competitor in the party is Lawrence Oliver, who has taken part in two previous Olympiads. A teacher at Bishop King Middle School (general subjects and music) he has won 28 national championships. In Montreal he will compete in the K4 canoe.
Doug Parnham, who did so well in the pre-Olympic kayak singles sprint regatta at Holme Pierrepont recently, has just finished at Borough Road College, Isleworth, Middlesex, and like too many, has no job to go to.
Also unemployed at the moment is Frances Wertheim, who was formerly at East Barnet primary school, Hertfordshire.
Other teachers in the canoe squad which arrived in Montreal yesterday, ready for tomorrow's opening ceremony are Sheila Burnett, maths teacher at Wycombe High School, Buckinghamshire; Hilary Pencock (Chester), William Reichenstein, who teaches physical education at Walsgarston School, Pembrokeshire, and Norman Mason (Loughborough).
If this is not quite enough to start a small school there are a couple more in the rowing team—Tom Bishop (Shiplake College, Henley-on-Thames) and Jim Clark (Latimer Upper School, London). Mrs Bishop and Mrs Clark are also in the team as women's rowing makes its Olympic debut.

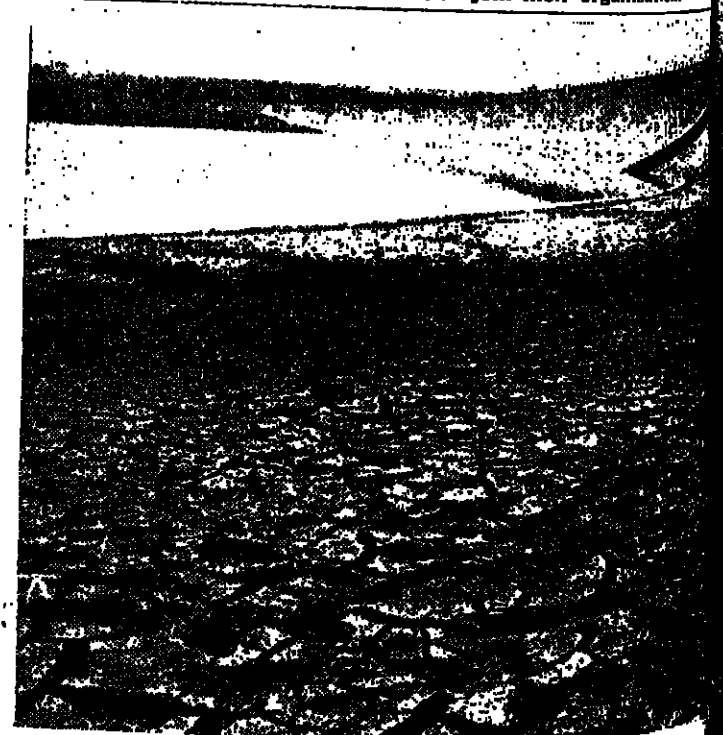
Varsity match gets £10,000 sponsorship



Oxford and Cambridge rugby clubs are to share a £10,000 sponsorship starting next season, coming from a silver fund there will be a silver bowl to the winner of the annual Varsity match, the first time a trophy is awarded for a series that goes more than a century.
The universities will use the money to carry on their stands at Iffley Road and the Road.
The Varsity match has been an appeal — and with it — recent years. So they, including the financial pitch.
Bowings have two aims in sponsorship: to make the match and, in this way, to encourage graduates of high to join their organization.

No rain stops play

The long hot summer has forced cancellation of the annual regatta of the National School Sailing Association. It is a big disappointment to the 500 children who were looking forward to their big event at Pitsford Reservoir, Northamptonshire, at the end of the month.
But there is just not enough water for 250 boats, says Mr Neil Ramsom, the NSSA honorary secretary. Alternative venues were considered, but at short notice it was impossible to transfer such a "mammoth organization".
However, local and regional events have been able to carry on as much smaller enterprises they have been able to change venue with less difficulty.
Mr Bill Smith, a former naval commander, has become the first full-time official of the NSSA. Based in Havant, Mr Smith is paid for out of a grant from the DES, which puts schools sailing in the happy position of being one of the very few schools sports bodies with its own full-time officer.



Pitsford Reservoir, pictured recently.

People

Lord Plowden, chairman of the London Business School for 11 years, has been designated president of the school. His successor as chairman is Mr Michael Pocock, chairman of the Shell Transport and Trading Company.
Mr Eric Midwinter, project director of the National Consumer Council, is to be chairman of the Advisory Centre for Education in succession to Mr Michael Young.
Mr William Harrison, deputy head of Susan Isaacs School, Battersea, South London, to be head of Riverside Primary School, Bermondsey, East London.
Mr G. W. Jones, reader in political science at the London School of Economics, London University, to be the chair of government at the school.

Schools

Mr D. B. Cooper, head of Queen's Junior School, Kew, Surrey, to be head of Stanley Junior School, Reading.
Mr J. E. Bryce, a lecturer at Dartford College of Education, East Kent, to be head of the school.

Universities

Dr G. W. Jones, reader in political science at the London School of Economics, London University, to be the chair of government at the school.

'Zver so coloured'

Born in Guyana, Beryl Gilroy is now headmistress of a London infants' school. In a book to be published next week, she recalls the days when a black face was a rarity in English schools

Life at school was clouded by an obsessive interest in my "blackness". I knew that no one could forget it, and no one really wanted me to forget it. I was becoming heartily sick of it. It was difficult at times, not to become a traditional black with the traditional black on the shoulder. It could happen in different ways. There was, for instance, the usually unspoken implication that there was something sinister about a black hand. It came out into the open during a nature walk. After Connelley, the head teacher, was sent two teachers off on one, stipulating the route. We either had to go to a particular bomb site or to the cemetery. Some strange and disgusting plants were then springing up at the sites and the children liked to dig at them through their magnifying glasses. But, on the whole, I was not too concerned. It was peaceful and expansive and, in its way, a marvelous leveller. Over it hung the comfort of thought that all who went there were equal.
Sister Cons had specified "cemetery" on this occasion, and one of the other teachers had this way, flanked by two of the sprucest children. It was a lovely day. A tramp sat on a gravestone eating half a loaf and relishing it. When I came to the site, I was the only one who was immune. Apples were the reward and caught up with the other teacher and the chosen pair. Some of the time I reached her, she was having trouble with a wasp that had landed on the freckles on the back of her neck. She brushed it away and scowled, but it came back again. She swiped at it with her handkerchief but now it seemed trapped in the ruffle around her neck. This was dangerous. "Stand still!" I said. "Try and stand still and then it won't sting you."
"Wasps can kill!" said one of the children, cheerfully.
"Yes—one bit of a lady, my mum said, an' now that lady's dead."
"Hold still!" I said again, "and I'll get it off with my handkerchief."
She looked at me and now there was real terror in her eyes. "Don't touch me!" she shouted. "Don't ever touch me. Keep your hands off me!"
"Sorry," I muttered. "It's your neck—and it's your wasp."
She stood there, totally ignoring the wasp, still looking absolutely petrified. The tramp we'd passed earlier now came up with us and, seemingly with her entire approval, held her still, took off his greasy cap, then whacked the wasp away. His hands were much blacker than mine.
The message rang out loud and clear. Rather the tramp and his filth, rather the wasp, rather even the sting of the wasp, than the slightest touch from me.
When we got back to our classrooms I began looking at my hands, almost as if I were seeing them for the first time. That night when I went out to dinner, it was an intelligent gathering but I took this new consciousness with me. At every introduction a handshake became a challenge. I dared not dance, although I loved to dance, in case some partner by look or gesture should reject my hands.
The next day I felt the same. I was nervous about picking things up. I was especially nervous when it came to buttoning up the children's coats if their parents were about.
And then, one morning, Sister sent for me.
"Did anyone get smacked in your room yesterday?" she asked.
"Certainly not. There's no need for smacks. The kids get better and better."

'Zver so coloured'

Beryl Gilroy with the children of Beckford Infants' School.

of her neck. She brushed it away and scowled, but it came back again. She swiped at it with her handkerchief but now it seemed trapped in the ruffle around her neck. This was dangerous. "Stand still!" I said. "Try and stand still and then it won't sting you."
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Beryl Gilroy with the children of Beckford Infants' School.

dinner, I noticed a jet-black man standing at the bus stop. He wore the dress of a city gentleman or perhaps a barrister. His overcoat, bowler hat, rolled umbrella and gloves matched his skin and his eyebrows to perfection. It was the first time in my life I'd seen a man who could justly have been described as black. His black shoes glinted in the sunshine, and his teeth flashed snow-white in contrast with his face as he smiled at the line of children. He was an arresting sight.
"Look, Miss," Olivia cried breathlessly. "There's a coloured man, with coloured clothes on. He's coloured. He's shoes is coloured, and so is his umbrella. Cor, Miss, he's ever so coloured."
"He's a black man, dear," I told her. "He's nothing else." Later I told them all, "If black is the word you use, then I'm black and you must say it whenever you like."
What was behind it all? I wondered. Had they been told to spare my susceptibilities? I doubted it very much, when I thought of the adult influence around them. Had I been "touchy" at some time or other about "blackness"? Children have the keenest nose for every nuance of hidden feeling. Or was it just a show of their own sense of what was just and kind? They certainly waited to pour on the comfort.
"Some black fings is holcs, miss," said Tony, one of the two bold hearts who hadn't died under the tables at first meeting. I'd found out by now that the "waffishness" I'd initially seen in him was deceptive. He was a toughie.
"You're noise and you're black, ain't you?" he added. And then, warming up, he continued, "So is Sister Cons's clothes—them's noise and black. So is me mum's new shoes and so is me police car."
"Cor, is black and it keeps ya warm," said Judy decisively. "It makes nice pictures, too—when it's flamin'."
In their way, I thought, they were doing their best to adjust and it was difficult for them, for it was quite obvious that they had already been conditioned to consider anything that wasn't English as downright laughable.
I did my best to release their imaginations, to get them to see underlying causes for actions which appeared strange and ludicrous to them.
I showed them pictures of houses on stilts—the kind we have in some parts of the world.

Standpoints for society

Charles Stuart-Jervis

Change the Street. By Anthony Pyson. 19 913233 X.
On the Warpath. By John Cox. 19 913234 8.
Don't Shoot the Goalkeeper. By Jonathan Croll. 19 913232 1.
All in the Mind. By John Payne. 19 913228 3.
 Oxford University Press in association with Chameleon/Ikon. Standpoints Series 75p each.

Young people today need strong meat; they reject milk and water diets. They will, and do, discuss things with a frankness that would have shocked many a teacher a decade ago. Sex, for instance, which used to be a beautifully secret topic, is now almost passé. Indeed, a youthful fifth year pupil I know recently dismissed it as "boring". This may have been a comment on the quality of the teaching; it could also have been a comment on the quality of life.

But however one views the diet there is no denying that the move towards developing social awareness and social conscience, schools and colleges have instituted courses which touch on many of the most delicate areas of life today. It follows, then, that one cannot be half hearted and duck the complex issues that arise out of their preoccupations.

Teachers in their unending search for "relevance" are nevertheless notoriously unpredictable with

regard to suitable material, and because of this publishing houses have been justifiably cautious in what they have produced for the young school leaver and those in the colleges of further education. There is a fine line to be drawn between what teachers would regard as acceptable and what they would consider to be too brash, too crude or too explicit. Oxford University Press has bravely accepted this challenge in launching a new series called "Standpoints".

"Standpoints" is a series of paperbacks that seeks to cover subjects of vital concern to society which, at the same time, come within everyone's experience and interest: to begin with they have produced some strong, heady stuff on war, mental illness, football and on the knotty problems associated with urban planning and development.

Issues are not shirked in *Change the Street* by Anthony Pyson. This is an unsettling little book that has tough things to say about our city planners and their sometimes reckless policies of slum clearance, about the evils of bureaucracy that tend to dehumanise decisions, and about the strains of city living. Having identified the problems in most cogent fashion, Mr Pyson is careful to indicate ways in which the situation may be resolved or unilaterated.

The horrors of war, from which most of us are inclined to turn away, are dealt with extraordinarily well in *On the Warpath* by John Cox. I read it with a growing sense of perturbation and shame, and not a little terror. For a short book

its range is tremendous. Chemical and biological warfare, the threats of nuclear and hydrogen bombings, terrorism and ecocide, are all there, painfully presented.

It is not a football fan, and there is much about league football that disturbs and worries. Surprisingly, I found *Don't Shoot the Goalkeeper*, by Jonathan Croll, reassuring and absorbing. From the first cartoon of footballers lined up before a firing squad to the final page, the text informed, criticized and questioned. It did not play down the glamour and did not romanticise. The plain facts about soccer are there, but so is the excitement it engenders.

So, finally, to *All in the Mind*, a study of mental illness and handicap by John Payne. Rooted in practicalities the book seeks to put the topic of its mystery and to put it in perspective. It makes a good deal of use of case studies and one emerges refreshed rather than depressed after reading it, even though the causative factors of handicap and mental illness are shown to be so numerous and complex.

The books are superbly illustrated and great credit attaches to Diana Phillips and Christine Vincent who are responsible for the picture research. Not a page passes without an excellent press cutting, a cartoon or a telling photograph. The text is highly partisan, and none the worse for that, even though some may retreat from the implications. It hits gold in terms of their target group. However, the teacher will need to be prepared at times to redress the balance of the argument.

Playing the game

Roger Neuss

Curriculum Development in Physical Education. Edited by John Kane. Crosby Lockwood Staples £7.50. 0 258 96985 7.

The commitment "to produce a heretofore curriculum based on sound educational principles" is strongly evident throughout this much needed book. Teachers of physical education and those who train them have joined the current preoccupation with curriculum review—and they must not like what new and closer methods of observation have shown them.

John Kane has brought together an impressive group of contributors. It begins with McIntosh tracing the historical evolution from 1870, with the establishment of military drill, through the various method debates of English and Swedish systems, to the movement approach of today. He describes the present situation in physical education as a "variegated and bewildering pattern of activities". With the demand for conceptual clarity in education, and at an essential time of educationalists' review what they are doing, and "arrive at a point of view (they) can live with, acquire an attitude (they) can support, and, if necessary, defend". He concludes that "the actual curriculum depend(s) upon the choice and qualification of the physical education teachers".

These "unreflective pragmatists" are taken to task by Renshaw in chapter two. He reviews the educational, philosophical debates concerning human movement and physical education in an attempt to "help refine and to illuminate the questions that need to

be asked". He does give the practitioners some comfort. "Can then, can be viewed as part of the educational process if a student is encouraged according to the standards internal to the activity?"

An attempt is made in chapter three by Kane, to present the "discovery" by his colleagues, "contribution to the physical education curriculum". It has certainly stimulated a great deal of discussion although the material is now dated and in search of methodology suspect.

Chapter four outlines the theoretical background to the curriculum. Almond traces various approaches to planning, from the Tyler "house" planning by hypothesis and discusses innovation and approaches for change. His second chapter looks carefully at the concept of integration and its implications for physical education, particularly for CSE Mode 3 type examinations.

Gibbon tries to bridge the gap between theory and practice by concentrating on "applied curriculum development" in the school situation. He describes a number of innovative ideas. I had first-hand knowledge of his work from a large conference description of the ILEA Special Ability Classes.

The final chapter contains many laudable suggestions by Whitford on how teachers should work: be thoughtful, be creative, be a greater benefit from the class. It is a book that will be invaluable for students of physical education, its field of references and well worth

Tudor Britain for the glamorous

John Tobias

The Tudors: 10 Briefings; 1 Teacher's Guide; 10 Longman, Longman, Longman, Unit 9.11, The Shambles, £24 plus £2.00 postage (subscription rate).

"God damn French wine!" (words of a nobleman from a portrait in the Field of the Cloth of Gold). "Answer me this, my Lord Abbot, how much treasure does this great church have?" (Question floating up through a window in the chapter house at Durham).

A few anecdotes about a London tavern, an "angler" and a chamberlain's pack on "The Middle Ages" give some idea of the most novel feature in this new pack written by David Birt and Ian A. H. Carstairs. They will be found in 10 eight-page "briefings" which have grown out of the experience gained with Birt and Tobias's pack on "The Middle Ages".

Designed with slower secondary pupils in mind, these are likely to appeal more widely. There is a great deal of interest (from the point of view of the teacher) in the pack's use of modern photographs, to a series of cartoon strips with clear and informative captions, and to follow-up—pages of questions, ideas for classwork, a list of sources of material, a list of references and a list of references.

They can be used on their own, but they are meant to lead into, or out from, the 10 wider-ranging and more detailed units which are paired with them; for example, "The Pilgrimage of Grace" (1), "The Pilgrimage of Grace" (2), "The Pilgrimage of Grace" (3), "The Pilgrimage of Grace" (4), "The Pilgrimage of Grace" (5), "The Pilgrimage of Grace" (6), "The Pilgrimage of Grace" (7), "The Pilgrimage of Grace" (8), "The Pilgrimage of Grace" (9), "The Pilgrimage of Grace" (10).

There is also a batch of six: "The London Underworld", "The Pilgrimage of Grace", "The Pilgrimage of Grace", "The Pilgrimage of Grace", "The Pilgrimage of Grace", "The Pilgrimage of Grace".

There were "Tudors" to be found, not only in the more glamorous settings (the capital, Norfolk, the Golden Hind etc.), but also wrestling with more homely problems which can mean a great deal to the pupils: how to earn a living, how to swell a population, exploit natural wealth, safeguard their religious principles. They were winning and distributing Tyneside seacell, Wolden Iron and Cornish tin, making new draperies in Norfolk and new draperies in Cambridgeshire, putting plantations on Ireland and new housing everywhere.

A Brownist was as much a Tudor as a Catholic recusant and secured at times as big a threat to the shaky Elizabethan establishment as a Spanish warship. People in Tudor Bristol, York and Norwich were mourning the predominance of London; do pupils and teachers in these and other places in Britain today feel impatient at the London orientation of this pack? It is to be hoped that the briefings will be a period that has been seen in the classroom as a long time for example, the tricky task of questioning; there is here a system of coding, ranging

from the burning of religious leaders to the burning of religious leaders, and the scope for thought on many of the problems. There is a freshness and immediacy in the presentation which is likely to help the pupils to see the teacher should see in this book a period that has been seen in the classroom as a long time for example, the tricky task of questioning; there is here a system of coding, ranging

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From field hollers to Chuck Berry

by Colin Evans

The Blues

Set of four sound filmstrips available either with 2 LP records (99 RF 005) (118.90) or 2 cassettes (99 RF 006) (119.35).

An Audiovisual History of American Folk Music

Set of five filmstrips available either with three tapes (99 TF 081) or three cassettes (99 KF 081) both £25.00.

From Educational Audio Visual Ltd, Buttery Street, Leeds LS10 1AX.

In many ways *The Blues* complements the earlier EAV series on the history of popular music, and is equally well paced. The filmstrips trace the development of the blues from the beginnings as field hollers and slave chants to the music of Fats Domino, Chuck Berry and all the other rockers of the sixties.

Part 1 takes the form of an introductory lesson, which forms a useful and reasonably self-contained background to the nature of the blues. Part 2 explores country blues—the earliest style of blues singing which evolved in the rural areas of the United States. Blues notes and bottleneck guitar techniques are adequately explained, and some discussion is given to variations in regional styles.

Classic blues is discussed at length in Part 3. There are plenty of musical examples, including early recordings by Ma Rainey and Bessie Smith. In the last filmstrip the rise of city blues is examined through the music of Louis Armstrong, Joe Turner and Big Bill Broonzy. It is interesting to compare the vocal styles of contemporary singers with the early blues styles, and perhaps more could have been made of this in the filmstrips.

The filmstrips contain a lot of interesting information, but there

is perhaps a tendency to oversimplify. The appearance of rock and roll is accounted for in a single paragraph of two short sentences; the discussions of vocal styles could have been extended perhaps with reference to some kind of visual explanation—graphic or traditional notation. However, these are minor criticisms and otherwise the set is well-produced.

An Audiovisual History of American Folk Music is more comprehensive. It would seem to be aimed at a somewhat higher age group, as there are fairly long passages of narration and often somewhat static visuals. With the exception of Part 1, each part lasts about 20 minutes which although a convenient length is so tightly crammed with verbal information that one wonders how much of it would be retained by the audience. This filmstrip set is an expensive item, but it is worthy of serious consideration by history teachers as well as those of music.

Part 1 is an introduction, and is certainly the most interesting part. Attention is made of Indian songs, but the treatment of their music is surprisingly brief. The text explains how foreign songs took root in America as diverse immigrant groups arrived on its shores. It offers a glimpse of many traditional folk music instruments, and a wealth of contrasting recordings giving examples of folk music that still has its roots in France, Italy, Portugal, Greece and China.

The remainder of the set explores selected folk styles in some detail. There are a great many historical photographs and a good number of musical examples which would be specially interesting to anyone studying the subject in depth.

Part 2 discusses country music, the roots of which can be traced back to the time when British settlers first arrived in America, bringing with them their own rich heritage of ballads and songs.

The filmstrip shows how southern singers developed a unique way of singing these old songs, which was rough and highly rhythmic. It also shows several of the classic performers of country music, among them Ralph Peer, The Carter Family, and Buell Kazee.

The gradual transition of an urban art form to something purely commercial is well described, although it would perhaps have been appropriate to dwell a little longer on the popular country music instruments, such as the steel guitar.

Part 3, devoted to black music, predictably covers the chain gang songs, the field hollers and the call-and-response pattern of many black songs. The many instruments used are shown, and mention is made of ragtime, the inclusion of which is justified apparently on the grounds that it began as a plantation slave dance. The blues is covered in some detail, and the basic blues styles explained.

The two last filmstrips are probably the most interesting for non-Americans. Some of the most significant events in American history are seen through contemporary songs, including early broadsides, and about various political upheavals and songs from the days of the Civil War. Notably, many victories are retold in songs like *The Riflemen of Bennington*, and the filmstrip tells how the American national anthem came to be written.

The last part of the set looks at events of the twentieth century, the patriotic songs of the First World War, songs composed during the depression, songs about the unions, and songs of more recent date, including the American involvement in Vietnam.

The filmstrips come with useful teacher's notes and a complete text of the commentary.

Colourful processes

Photographic studies can be taken into the realm of colour processing with the aid of a wallet and a booklet produced by Kodak Ltd. These show schemes for obtaining 35mm and 16mm prints from 35mm originals and Super-8 prints from 16mm and 35mm originals. The firm has also produced a list of courses for those interested in producing films or television programmes. They may be obtained from Kodak Ltd, at PO Box 66, Kodak House, Station Road, Hemel Hempstead, Herts.

Archaeologists and teachers who wish to incorporate an anthropological perspective in their teaching can now get *Teacher Resources Guide* from the Royal Anthropological Institute.

The guide contains details of examinations, work and courses at teachers colleges, colleges of education and university departments. It also has information on teaching programmes, films, aids, museums and books. The guide costs £1.30 to purchase from the RAI offices or £1.50 by post from the Royal Anthropological Institute, 36 Craven Street, London, WC2N 2SG.

Pests and healthy harvests

by Derrick Golland

The Ridpest File

Decisions pack. By Jean Wells and Susan J. Crisp. Bath University School of Education and British Agrochemicals Association. Available from: BP Educational Service, PO Box 5, Wetherby, West Yorkshire LS23 7EH. 112.

Bath University School of Education has been collaborating with BP Ltd since 1971 in the production of decisions packs for sixth-form general studies. These are based on information from the oil industry and are designed to help pupils understand the kind of problems faced by industry and to appreciate the educational challenge they provide.

The university has now collaborated with the British Agrochemicals Association to extend this concept of learning, but to younger children and in a biological context. The authors expect that *The Ridpest File* will primarily be used by those taking biology or environmental studies to CSE or O level.

Trials have shown the material to be suitable for mixed ability groups and its interdisciplinary approach will have much to commend it to other fields of study.

The Ridpest File should prove to be a valuable acquisition to the resources of any secondary school. Intended for the 13 to 16-year-old age range, it has two uses. In addition to providing an understanding of crop protection and public health, the file teaches pupils to weigh up evidence and make reasoned decisions.

The material in the file is grouped into four modules: "Plants in the wrong place" is concerned with weeds, in particular bracken, and the methods used to control them; "Potato famine" examines the need to control the fungus *Phytophthora infestans* (blight); "Insects at home and abroad" looks at three well-known pests, the housefly, the whitefly and the female *Anopheles* mosquito; the final module "Help the harvest"

deals with three crop pests, oats, mildew and leather rot. The modules are linked by a common theme dealing with food production. All too often, subject is treated as a tool to be used in charity for the under-privileged, such that it does not educate pupils to identify themselves as part of the problem.

The Ridpest File, however, is not a charity project. It is a food shortage is just as much a problem for the less fortunate as it is for the more fortunate. The only reason we do not control the pests that would otherwise consume a major share of food.

In working through the file, pupils are introduced to the theme and then to specific modules by a filmstrip with cassette commentary. The commentary is being too detailed, and probably good lead into the subject. The filmstrip is a synthesis of good photographs, attractive cartoons and simple diagrams.

Written information intended for pupils to use for decision-making while examining a range of pests. Worksheets introduce the tasks to be undertaken in order to reach a decision. These are printed on plastic "paper" which, although thin, has a long life and can be wiped clean.

To complete their work and the problems, pupils must refer to the information bank of cards containing detailed yet easily stated facts.

Authors Jean Wells and Susan J. Crisp accept that a world material for the younger group they have had to state simply and disadvantages in rather simplified terms and when are considered, to omit much.

All products mentioned are fictitious. One can readily appreciate the need for this, but the last point must be explained to pupils to avoid confusion when they make practical studies at a more advanced level.

Slide/tape sequences

The Directory of Social Change produced a new kit: *Slide/Tape Classroom and Community*. It covered include uses of slide equipment, planning, photography, colour and black and white slides, photographic duplication, copying, synchronization and recording.

The material is based on a kit developed by the Slide/Tape Collective in Massachusetts and includes considerable detail on points of using drawings, photographs and charts, presentation and technical information are explained.

The kit also contains an exercise in editing. This is a series of pictures of a demonstration under the title "Teachers' Protest". Several approaches are suggested for telling the story, as objectively as possible with about 20 slides, only 10 shots for a deliberately biased story, or using the shots as a police training aid.

Slide/Tape for Classroom and Community costs £1 including postage from the Directory of Social Change, 14 Saltram Crescent, London N3.

Letter

Sir—Perhaps we could add a word of caution to Miss Spoczynska's article (June 25) on setting up an aquarium.

The traditional electrical aquarium heater in a glass tube is not too dangerous when used correctly, but because there is danger of electric shock under conditions of misuse, the Electricity Equipment (Safety) Regulations 1975 have required the manufacturers to change their designs. It became illegal to use the traditional type from April 1 this year, and until the improved versions are released, it will be impossible to obtain a heater either from a pet shop or through a laboratory supplier.

It is probable that both conventional heater/thermostats and separate heaters and thermostats will be available in the improved form.

We suggest that the conventional heater/thermostat is less expensive and is safer than the separate heaters and thermostats. Some recommend a vertical one, others a horizontal one. The bottom of the aquarium. The danger of three variants is preferred to one, particularly if it is to be resistant to the heat that the thermostat controls is inside the aquarium. R. J. ORTON, Assistant Director, Group, Brunel University, Uxbridge.

Ideas,
argument, experiences,
research

TALKBACK

Curriculum development through
an Africa Project/
Student costs at the
Open University

Africa in Cambridge

Hugh Starkey and Charles Beresford

From April 1975 to March 1976 the Cambridge Curriculum Development Centre promoted an Africa Project. Eleven secondary schools in the area took part, involving some 1,500 pupils, 45 teachers and about 100 other local people.

Africa was chosen as the theme for several reasons. It was considered an area which would be likely to raise the issues facing the Third World in an accessible form; it would already appear in the geography curriculum of most schools; and it was likely there would be local people with first-hand experience and interest in the subject. The school concentrated on the project. One school concentrated on the project. One school concentrated on the project.

The curriculum development centre provided an incentive for teachers to include Third World themes in their courses and co-ordinated the available resources. Local support came from teachers who would point out items of interest and answer questions. Then there would be a practical session on hoeing and ploughing; an introduction to intermediate technology; and a practical session. Pupils attending



Cambridge pupils get first-hand experience of a plough and mattocks.

a course about developing countries and their relationship with Britain; and to provide schools with resources not easily available to individual establishments.

The next stage was a series of meetings with teachers. Each school appointed someone to liaise with the centre and to encourage teachers from other subjects to participate. These coordinators met the centre warden on several occasions to share ideas and resources and to make sure the activities at the centre complemented those in the schools.

It was agreed that each school should get a day at the centre. Each school and each teacher chose the groups of pupils who would study Africa. Each year group from first year to sixth year was represented, but most work was done with second and third years where the constraints of examination syllabuses were smaller.

Open to whom?

Michael Young

The Open University gives, for its students, the only real opportunity of experiencing education at a university level. That some of its students have left school without any educational qualifications can now possess its own university should be all about providing higher education to a broad spectrum of society as possible.

For an OU degree credits are required for one credit in any year. I needed only to study for one year (four course credits), as I was awarded two general credit exemptions for a History of Art degree gained from the University of London. For most of the time I was studying with both universities was concurrent.

study leaves little scope for other interests.

I have always believed that one of the OU's specific aims was to entice into its middle-class enclaves students from working-class backgrounds similar to my own. Its limited success in this field points to a basic failure during these formative years to empathize with the problems faced by this sector of the community, such as simply finding the time and energy to study, quiet and seclusion, the ability to deal with its effects on a wife or husband, and the long-term drain on family finances.

The economic burden must be the biggest for the working-class student who is often denied facilities such as overdrafts and loans from employers, and has to resort to credit card companies' "revolving credit" schemes, which the OU advises as a method for payment of fees.

During the first two years of my studies economic worries occupied an important and recurring place in the OU calendar of events. Tuition fees had to be paid by January 31 at the latest with summary curtailment of material threatened

should one fail to do so. Books, now rising in price at hideous speeds, were even then too expensive to allow the purchase of more than one in any week. All this was concurrent with the problem of financing next year's work.

With inflation these problems have become even greater. In 1976 there was a 60 per cent increase in tuition fees; the cost of one full credit course has risen from £25 to £40. Books for some of the courses could cost as much as £27, while summer school fees (which in many cases are not paid by the local education authority) are now about £50 for a full week.

It is difficult to suggest to the OU student an average cost for his degree. An ordinary degree with six credits and a low summer school component would be about £570, while an honours degree with eight credits and a high summer school component could be £1,300.

It is hardly surprising that, with such costs, Lady Lee of Asheridge in April 1975 said in the Lords that "the Open University was established so that poorer students as well as better off students should be able to take advantage of gradu-

ate and postgraduate courses. The Open University students are already paying a higher percentage of costs at their university than students in any other university". Lord Crowther-Hunt, then Minister of State for Education and Science, admitted that there were problems about fees and financial assistance to students, and that to extend the mandatory grant system was not the right way to go about solving the problem.

The right way has not yet been materialized. For students who had difficulties in paying their fees during the present academic year, the OU offered three schemes as a safety net. The idea was to cushion the student as much as possible with the limited resources made available by the Government.

Scheme A is a time to pay: £25 by the end of January, then the balance in one or two additional payments by April. Three thousand students

needed for this option. Scheme B is a remission of £13 a credit course for those who have a residual income of below £1300 (residual income being determined by a simple means test). Nine hundred students came within this scheme.

Scheme C is an extension of the student hardship fund, which in extreme cases will pay all fees. In 1975 210 students had their fees paid in full by the fund. For 1976 the figure rose to 800 seeking assistance in full or part.

For those who apply for Scheme C and are refused, automatic re-allocation to Scheme B takes place. One would assume, however, that if a student applies for Scheme C it is because he does not have the money for Scheme B. In fact, only 1 per cent of applications for Scheme C were rejected.

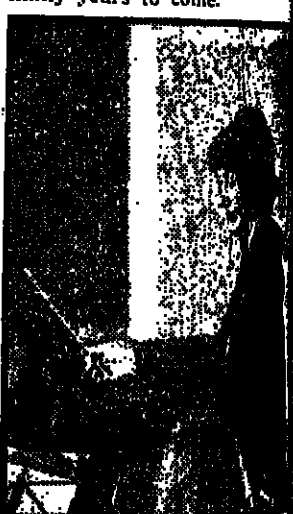
That the university now aspires to a "satisfactory solution to the financing of courses for the poorer students has yet to be found. Michael Young is assistant to the design editor of The Times.

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The lessons of authentic love are not lost on these players. They have not the resources, needlessly, of the Wolcotts. The true impact of the Wolcotts' Orchestra came from what might be called their power-to-undo: an orchestra of around 100 players who nevertheless covered a dynamic range, had a selective instrumental balance, and attacked more than an orchestra in modern proportions. They were striving for authenticity by a belief that more meaning lies in music than is revealed by the authentic modern performance practice. To accept all the uncertainties is belief indeed requires a wealth and capacity for illumination. Alan Walker, and those who follow him, seem to do so.

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THE WARD METHOD

Chiefly a question of planning and commonsense, writes Mary Berry

Musicians tend to greet the news of a "method" of teaching music with the weary cynicism one reserves for patent medicines promising miraculous cures. It was in this frame of mind that I accepted an invitation to visit a class in Belgium where seven-year-olds were learning music by the Ward Method. What I found gave a shock to my scepticism and conceit.

Between 30 and 40 children were learning and singing the "Hymn to Joy" from the last movement in Beethoven's Choral Symphony. The whole class was involved: no-one had been left out. It wasn't being played on a recorder, or pouted out on a piano, line by line, for them to repeat by rote: they were discovering it for themselves, through their vocal training, their work on pitch and rhythm, their personal feeling for the shape and phrasing of the music: above all, through their inward listening.

By the end of the 20-minute lesson, these youngsters were singing the music correctly from staff notation and phrasing it most beautifully. At one point they spent a few minutes improvising musical phrases inspired by the ones they had been learning, and then moved on to express themselves freely, making sound patterns of their own, and linking these to those of other children in a creative and sensitive way.

Michael Brewer, in a letter to the TES (March 5) pointed out the difference between the mere physical act of making a noise with the voice and the "sophisticated procedure based on a real sensitivity to pitch and rhythm" which is what learning to sing is all about. He aptly describes this learning process as the "conceptualizing, however subconscious, of musical ideas expressed through the voice".

These two phrases epitomize the work achieved during this 20-minute lesson. They also express the underlying principles upon which the Ward Method is built. Perhaps its greatest strength lies in the broad, slowly-unfolding overall plan, ordering in a carefully thought-out progression in which the musical ideas are discovered and assimilated.

This may sound too methodical, too systematic. But it is for each teacher to make a method his own. The freedom of the individual, within the ordered framework of a sensible and intelligent structure, is never in question: the Ward Method is sufficiently flexible and always allows the teacher to make use of his own ingenuity and to express his particular gifts.

There is a plan though: you don't just go blindly on, teaching anything that comes to hand, without reference to what the children already know and respecting what is to be able to tackle something totally new.



Mrs. Yvonne Brocklehurst at Crowsley C. of E. First School, Mirfield, instructing her class in the Ward Method.

It is just commonsense: each lesson should lead naturally to the next. Vocal training starts with the "growlers" in the infant school, finding their singing voices and discovering how to produce a fine tone. Little by little, as their voices develop, the children exercise them over their whole range, with all the variety of timbres available from vowels and consonants.

The vocal training advances along with a parallel progression in pitch training: when learning to pitch correctly in the major mode the children's vocal training is also in the major; when in the minor, or one of the characteristic modes of early music, the vocal training is also in the minor, or in one of these other modes. When polyphony is introduced, the vocal training includes stanzas of two and three-part imitative counterpoint, with typical polyphonic cadences.

Rhythmic training is approached through movement and gesture, the sense of the phrases as a whole being considered as important as the individual pulses and patterns. The children are encouraged to think in musical phrases—to observe silently before singing at sight, to think inwardly.

So the ear and the eye are trained along with the voice, and the child learns how to coordinate eye, ear and voice, together with the movement of his body.

The concentrated inward listening, the coordination of the contrasting gestures and the self-expression all have an educational value of their own apart from their practical value in learning music: they contribute to the whole of the child's development and even appear to have a stimulating effect on progress in other subjects. For the best results, a daily 20-minute lesson is recommended—and if the class teacher is responsible for the work it is usually possible to fit such a short period into the timetable.

In each lesson the basic elements of music are practised singly and in combination: voice-placement and development, ear training, rhythmic training and perception, creative work (improvisation), the progressive study of notation, singing songs and conducting: these activities follow one another in quick succession, brief periods of relaxation alternating with short moments of maximum concentration.

In this way the child's attention, and his delight, are maintained fully throughout the lesson. Indeed, the characteristic of a Ward class is the happy involvement of all the children, in a sense of fun, and a feeling of pride in what they are learning and achieving.

After seeing that lesson in Belgium, I decided to follow a series of training courses in the Ward Method and to seek an opportunity of trying it out myself in a school.

I taught five and six-year-olds and followed these children through until they were 14. By that time two class-teachers (non-specialists in music) were working with me in the junior department and getting on very well indeed: much as those non-specialists who use the Ward scheme for teaching French.

From time to time they came to me for advice on a particular point and we used sometimes to exchange classes. The school music department, as a whole, benefited from the experience: at no time could I do anything from Gregorian Chant to Victoria, all of it taught without difficulty to children who could sight read and phrase with confidence. In their spare time the children were soon finding their way into Britten's *Ceremony of Carols* and putting on a performance of Purcell's *Dido and Aeneas*.

Many schools, of course, achieve this sort of result: what seemed exceptional here was that all the children had acquired this musical experience. This was due to their teachers, though what they had done was no more extraordinary than teaching reading or writing with confidence and good sense.

The Ward Method only requires someone who really wants to teach music and is willing to learn the basic techniques and apply them: it is as simple as that. If he wishes to take it any further, and is able to do so musically, he can follow the more advanced courses.

The finest results come from schools where a few class-teachers work together, assisted by a specialist to whom they can go for help when necessary. Such a team can really deliver the goods: it is chiefly a question of planning and commonsense and believing that "music matters" and that, like any other subject, it can be taught in class to everybody.

Dr Mary Berry is Director of the Cambridge Ward Method Centre.

MUSICAL LITERACY AND THE TOBIN SYSTEM

By Colin Cooper

Music is enjoyed and participated in by most children in primary schools. In secondary schools, however, only a few children are able to carry their music through to O level. Why do such large numbers apparently lose interest?

Part of the answer lies, I believe, in the problem of musical literacy, which is a problem that neither "traditional" nor "progressive" teachers seem able to solve. Traditionalists have no difficulty with the musically able child, but seem to care little for the child who fails to come up to their often high standards. Progressives prefer to put the emphasis on involvement and exploration, and leave it at that.

Now I am as partial as the next person to the sound of half-filled milk bottles and spinning bicycle wheels. I can play a tune on a bicycle pump; I can get four harmonies out of a tubular chair. But none of these pleasurable activities is going to help me to come to grips with the musical language of Bach, Mozart, Britten and Shostakovich. Still less will they teach me to read music from the printed page so that I can realize it in terms of sound upon the instrument of my choice.

One unique system of teaching has recognized this central problem and is taking steps to eliminate it. In East Hertfordshire more than 160 schools, mostly primary, have adopted the Tobin Colour Music System and are reporting astonishing feats of musical literacy among children not specially gifted.

Even at the age of eight or nine, it appears, some become fluent composers, while sight reading (usually on recorder or guitar) is virtually taken for granted. Involvement of the entire class in these activities is not only possible but customary, and lessons take place in an atmosphere of reciprocal pleasure that would be hard to imagine without first-hand experience of it.

Ten years ago a group of boys in a comprehensive school told Camilla Tobin that her music lessons were boring. Stipulated rather than depressed by such forthright criticism, and aware at the same time that the same boys were considerable performers on the electric guitar, Mrs Tobin began to apply herself to the task of relating school music to the obvious interest in music shown by most of her pupils.

The result is the "carefully structured system that bears her name. There has been opposition to the use of colour, of course, although there is scarcely an art or a science that has not used colour at some time and in some context to explain its more difficult aspects. It is hard to see why music should be an exception, and one wonders if widespread musical ability would while heartily be welcomed in some academic circles. The "more means worse" argument is as fatuous when applied to music as it is when applied to football.

Whether or not we can agree that general musical literacy is desirable, the Tobin system would appear to be doing more than other methods to make it possible. Naturally such literacy leads to composition; and if, at first, the children do not depart from traditional harmonic concepts, they soon move on, turning out neo-Haydn minuets and begin to make their own harmonic voyages of discovery.

They do not do so before becoming conversant with the mainstream of Western harmony, and that must promise well for their future development. All composers have to learn the language. Under the Tobin system children learn it as a matter of course, and they learn it easily.

Mrs Tobin takes care to emphasize that the colour element is never a substitute, but always a reinforcement.

Like a young swimmer inflated armbands, it is something to be discarded as soon as confidence has been obtained. But during the period when colour is so confident, many hitherto obscure and complex facets of music are revealed and clarified.

Printed music comes with hollow notes than can be coloured with felt-tip pens, on the assumption that the act of colouring will help to fix the note in the child's memory. Games in which young children wear coloured sashes help to impart a clear idea of chord structure. It is an extraordinary sight to see a little group of six-year-olds happily modulating from C to G minor by changing places with one another.

Other devices include an alphabetic clock, in which the notes are arranged in a circle in order to facilitate the finding of tonic, dominant and subdominant chords in any given key. A notation chart newly connects two tetra-chords with a bridge tone to form a diatonic scale. There are many other simple but effective tools.

First experience of playing is likely to be with xylophone, chime bars and glockenspiel, with recorder and guitar following later. All these instruments can be marked with a series of coloured stickers designed to enable the player to relate the sound made to the mark on the printed music.

By the end of their time at junior school most children, it is claimed, should be able to play the desired chords (DG 13820 £3.25) and the Brandenburg Concertos in fresh performances and vivid recordings by Raymond Leppard with the English Chamber Orchestra (6747.166 £3.50) must form a cornerstone of any music library.

The Indian influence was also strong on Handel since he visited India in his youth, and all his music bears evidence of the clarity and grace learned during his stay there. The *Orchestra Grossi Opus 3* and *6* are performed with great style by The Academy (Decca SDD 294/7 £3.50) who also have an equally delightful record of the Water and Forests music (Argo ZRG 697 £3.25).

There was a time when only the best 12 of Haydn's symphonies were ever heard. Now that J. C. Robbison has published definitive scores of all 104, and Antal Dorati has recorded them all with the Philharmonia, a choice becomes almost impossible when faced with such unfailingly inventive music in such lively performances. Nos. 88 and 89 are coupled on Decca SDD 431 £1.99 and Nos. 90 and 91 on SDD 412 but for a school library the final box of the series, Nos. 93-104, is the ideal (HVN) 416 £11.94).

The works of Mozart also present an embarrassment of riches and I have asked myself to one record of symphonies, Nos 36 and 39, one

continued on page 31

useful, interesting, directly connected with music and of real value, and it would be wrong to suggest that there was a never-ending flow of exciting things for the child to do.

However, that is one of the hazards in developing a course with little or no tradition to fall back on, though in spite of the many problems, it was possible to have an examination approved by the local CSE board; whatever the value added, one to their names. There will however be some course material available in this subject.

The success of using pop music spread, and when a new compulsory third year course had to be thought out, it was to pop music that we immediately turned. Those pupils who were not in some way already interested in "classical" music, these formed their own class and sort of things they would be doing in an O level or mode 1 CSE course in music.

The remainder formed classes that were in some ways to benefit not only from the teaching troubles but also from a carefully prepared course of study involving highly individualised work. Sets of books

ON STARTING A RECORD LIBRARY

In the second of three articles David Foulger concentrates on the orchestral repertoire

In my first article, last February, I made suggestions for the instrumental and chamber music section of a basic record library. This time I intend to concentrate on the works which form the core of the musical repertoire, the orchestral repertoire. To start with this seemed easy, I realized that we were trying to limit these suggestions to about 100 records divided into instrumental, orchestral and vocal music. On a list count my first list reached 20 discs. So not only did some classic pruning have to take place but I must also proffer my apologies if I have left out some bodies' favourite work.

It was during the early eighteenth century that the orchestra coalesced into the body of instruments that we would recognize today under that name. In Italy the superb string instruments produced by Stradivari and many others, inspired composers to exploit their great capabilities and the concerto became a new and favourite form. Vivaldi was the most brilliant of the Italian school and deservedly his most famous group of violin concertos, *Il Concerto per Violino*, is given a brilliant and imaginative performance by the Academy of St Martin-in-the-Fields (ZRG 654, £3.25).

Vivaldi's popularity in his own time is demonstrated by the fact that he composed and wrote his concertos for other instruments as well. Bach in his own works raised the concerto form to a peak that has never been surpassed. His two violin concertos and *Concerto for Two Violins*, superbly played by the two Strahls (DG 13820 £3.25) and the Brandenburg Concertos in fresh performances and vivid recordings by Raymond Leppard with the English Chamber Orchestra (6747.166 £3.50) must form a cornerstone of any music library.

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of Karl Bohm's best records with the Berlin Philharmonic (DG 139160 £3.25) and one of Piano Concertos Nos 23 and 24 played by Wilhelm Kempff, at the peak of his career (DG 13815 £3.25). Dennis Brain's record of the *Alps* Concertos is justly famous (HMV ASD 1140 £3.20) but do not overlook the excellent bargain issue by Alun Civil with Klemperer conducting (HMV SXL 30207 £1.99). Another excellent bargain issue couples the Clarinet Concerto with the Flute and Harp Concerto, by the Vienna Philharmonia Orchestra with soloists from the orchestra (Decca SDD 155 £1.99).

The symphonies of Beethoven have been recorded so frequently that it is almost impossible to choose some truly outstanding performances on bargain labels. Jochum conducting the Berlin Philharmonic in No 4 (DG 2538 097 £1.98) or Cluytens with the same orchestra in one of the most beautiful versions of the *Pastorale* (DG 20017 £1.25), and similarly Argyrakis' deeply penetrating versions of the Piano Concertos with the Concertgebouw Orchestra under Haitink. Among the most highly recommendable is No 5 (Philips 6580 094 £1.99). The violin concerto receives a performance of great sensitivity and elegance from Josef Suk (HMV ASD 2667 £3.20) and this disc also includes a thrilling performance of the *Coriolan* Overture by the New Philharmonia Orchestra, conducted by Sir Adrian Boult.

Schubert is both the last of the classical composers and the first of the romantics. His Third and Fifth symphonies are clearly modelled on Haydn's example and are played with great style and wit by the Royal Philharmonic Orchestra under Sir Thomas Beecham's baton (HMV SXL 30204 £1.99), whereas the Great C major belongs altogether to the romantic movement, played with great warmth and grandeur by the Berlin Philharmonic with Karl Bohm (DG 13877 £3.25).

Romanticism in music released a tremendous flood of inspiration in composers of all countries. The German symphonic tradition continued through Schumann, Brahms and Mendelssohn. Schumann's First and Fourth Symphonies contain the essence of romanticism and Karajan's warm readings also clarify the orchestration (DG 2530 169 £3.25). Schumann's touch was more sure in the Piano Concerto, where the inspiration of his wife-to-be produced one of the most popular works in this genre. Stephen Bishop's poetic performance of this work coupled with the Grieg concerto is one of the finest available (Philips 6500 166 £3.50).

While Brahms in his symphonic works was structurally precise, his music is so saturated in his Romanticism and also full of good tunes, a point to be always remembered when trying to capture the attention of a young listener. Sir

Adrian Boult's performances of the four symphonies have just the right balance of nobility and fire (No 1 HMV ASD 2871 £3.25 or Nos 1-4 Box Set SLS 5009 £8.95).

Both Brahms and Mendelssohn produced violin concertos which are now part of the standard repertoire, the former a work of great expressive power, magnificently played by David Oistrakh (HMV ASD 2525 £3.25) whereas the latter is a work of poised elegance, perfectly suited to the instrument. Lizaak Perlman gives a delightful performance of this overplayed work which revives interest in even the most jaded palette. (HMV ASD 2926 £3.26).

Berlioz, a composer whose greatness still seems more acknowledged in other countries than in France, did more than any other to expand the symphony orchestra and create new textures and instrumental combination. His *Symphonie Fantastique* is both a text book of orchestration, but of course far more, a thrilling and exciting work, and receives a performance which justifies these qualities from the Concertgebouw Orchestra conducted by Colin Davis (Philips 6500774 £3.50).

One of the most productive influences in the latter half of the nineteenth century was the Nationalist movement in music. List in his Hungarian Rhapsodies and Tone Poems, was influenced by the gypsy bands of Hungary and a record which illustrates this movement very well, by the Berlin Philharmonic, with Karajan, includes the famous second *Hungarian Rhapsody* and *Les Preludes* together with Smetana's piece *Vltava* (DG 139037 £3.25).

Dvorak followed Smetana in his use of Czech folk idioms in his music; the Eighth Symphony is performed with great affection by the Berlin Philharmonic with Rafael Kubelik (DG 139181 £3.25) and in his Cello Concerto this deep love of his country reaches its most profound expression. Rozstropovich gives a performance of this work with, once again, the Berlin Philharmonic under Karajan (DG 139044 £3.25).

The Russians were one of the largest, though not always highly productive, groups of composers attempting to produce a national style, with Rimsky-Korsakov the most professional member of the group. *Scheherazade*, his most popular work, is a dazzling virtuoso work for the large nineteenth-century orchestra, and the stories from the Arabian Nights inspired him to music which never fails to excite a youthful and not so youthful audience. Bernard Haitink with the London Philharmonic Orchestra, delivers all the glitter and excitement of this work (Philips 6500 410 £3.50).

Tchaikovsky stood apart from his contemporaries. They regarded him as too sophisticated and international a figure, and yet his music seems to us, saturated in its Russianness. The Fourth Symphony, both in its fateful mood and, then, continued on page 34

work done by these children. But the dividing line between pop and conventional music seemed to fade, as did the line which separated music from other subject areas, and this was perhaps the most encouraging aspect of all the work. There were, for example, many activities which would not have been out of place in an English or social studies lesson: there is no doubt that pop music affords an excellent opportunity for integrated work, and is perhaps a natural medium for such an approach to teaching.

Paul Farmer is head of music at Holland Park School, London.

At the same time the practical side of the subject was not forgotten, and though it would have been impossible for whole classes to play instruments at once, a carefully timetabled system allowed one-fifth of each class to be extracted for two weeks at a time and to be taken by an instrumental teacher in small practice rooms. Although a guitar teacher was also able to help with other activities, such as drumming, so that a complete end-product could be put together by these pupils. There is no doubt that this use of a visiting instrumental teacher is far better than the usual individual teaching which goes on.

Without actually dominating the department, pop music spread further into the sector spread, particularly into instrumental

work done by these children. But the dividing line between pop and conventional music seemed to fade, as did the line which separated music from other subject areas, and this was perhaps the most encouraging aspect of all the work. There were, for example, many activities which would not have been out of place in an English or social studies lesson: there is no doubt that pop music affords an excellent opportunity for integrated work, and is perhaps a natural medium for such an approach to teaching.

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continued on page 34

work done by these children. But the dividing line between pop and conventional music seemed to fade, as did the line which separated music from other subject areas, and this was perhaps the most encouraging aspect of all the work. There were, for example, many activities which would not have been out of place in an English or social studies lesson: there is no doubt that pop music affords an excellent opportunity for integrated work, and is perhaps a natural medium for such an approach to teaching.

Paul Farmer is head of music at Holland Park School, London.

At the same time the practical side of the subject was not forgotten, and though it would have been impossible for whole classes to play instruments at once, a carefully timetabled system allowed one-fifth of each class to be extracted for two weeks at a time and to be taken by an instrumental teacher in small practice rooms. Although a guitar teacher was also able to help with other activities, such as drumming, so that a complete end-product could be put together by these pupils. There is no doubt that this use of a visiting instrumental teacher is far better than the usual individual teaching which goes on.

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NEWHAM ACADEMY OF MUSIC

By Peter Levi

"This place is unique," says 14-year-old Tom, one of the 1,500 pupils who receive free tuition from the Newham Academy of Music, Wakefield Street, London, E6. He is not far wrong, as there are few other local authorities to allocate a building exclusively for teaching music.

The aim of Newham Academy is to supplement the work of the schools and extend musical education and social development in a poor urban district, offering facilities which would not otherwise be available to its largely mobile, immigrant population.

"It's different from school," says one 15-year-old. "For the first three years of music teaching in any school, they just put you in a room, plunked you in front of an instrument and tried to show you where to play—well, that's ridiculous; three years and then it just stops dead, whereas here you know you can get somewhere."

He and Tom are typical of pupils who are in the academy's 70-strong youth orchestra. Tom started at the academy eight years ago, playing the recorder on Saturday mornings, till a place became available to start learning the violin.

He then began coming to the academy after school for theory classes and by the time he went to secondary school had joined one of the junior orchestras; now he comes most evenings, has joined opera workshop and is among 400 children who come on Saturday mornings for rehearsals, lessons and music making.

When the building, which had been used since 1889 as public offices, became vacant in 1964, it was planned to run it as a further educational establishment for advanced music students from all over the country. However, after two years there were only 12 students and as the Colchester North East Technical College, built for this very purpose, was just getting off the ground, Newham's director of education asked its music adviser, Michael Toll, to take a new look at the area's needs.

With its multi-racial population of some 250,000, mainly factory, local government and dock workers, living in a district with few cultural facilities, Toll decided to use the building for developing a musical interest in primary and secondary schoolchildren. It started with five teachers and now has 34 full-time permanent and part-time teachers. Demand for lessons has increased dramatically during the last few years. "It is now over 100 a week," says one teacher with an academy waiting list of 40. The building is used to capacity. Besides instrumental and music appreciation teaching, academy teachers visit the 240 schools, giving additional help to groups of children once a week.

The academy has occasionally run free courses during the term. These provide an opportunity for any 10-year-old to come together from different schools and work in a concentrated way. Residential courses are held at Debdon House, Loughton (owned by the borough) and at Maria Grey College, Twickenham. There is an active academy PTA which raises funds to support such activities as the "Festival of Music". The academy, which also organizes courses for teachers, is continually "at your service," demonstrated by the first composition award.

Do the academy teachers have any particular problems in teaching all ages from so many different backgrounds? The variety is very few, although staff sometimes have to work under extreme conditions, eg. where pianos are pushed into classrooms because no space is available. Margaret Kay, head of the piano department, which has seven teachers, says, "we adapt our approach according to the school and the pupil."

A simple test has to be passed before the pupil is accepted. "I met a boy who had failed his test in primary school but went to the academy on Saturday morning, played the recorder, by the time she

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matic style, is totally involved with nationalist feeling and a performance which seems completely at one with its emotional world is that by the Leningrad Philharmonic Orchestra conducted by Yevgeny Mravinsky (DG 2534 179 £1.99). Similar emotional involvement can be heard in Vladimir Ashkenazy's recording of the most famous of all piano concertos: the Tchaikovsky B flat minor (Decca SX1 6058 £1.25).

The German late romanticists expanded both the size of the orchestra and the length of time they needed to express themselves. Wagner, I shall leave to my next article on opera, but the symphonies of Bruckner bear a strong Wagnerian influence. In his Seventh Symphony he even uses the tubas which Wagner had devised for use in his gigantic Ring Cycle. Eugen Jochum is one of the greatest Bruckner conductors and his version of the Seventh Symphony is one of his finest achievements (DG 2725 054 £3.96).

Mahler's name is frequently coupled with Bruckner's and yet they are emotionally poles apart. Where Bruckner's music expresses a deep religious devotion, Mahler is frequently troubled and his emotions sometimes burst into hysteria. Perhaps the best introduction to his style is the Fourth Symphony, containing one of his most beautiful slow movements. Georg Szall and the Cleveland Orchestra give a superb account of this work, and this is also issued at a bargain price (CBS 61056 £1.99).

It was Richard Strauss whose music is both the climax of German romanticism and its long sunset, but it is still two of his earliest works which make an immediate and thrilling impression, *Don Juan* and *Till Eulenspiegel*, and these appear together on a magnificent disc by the Berlin Philharmonic conducted by Karajan (DG 2530 349 £3.25).

But it is not only the German composers who have all the lime-light at the turn of the century.

was in secondary school she passed the test and started violin lessons. She is now in the youth orchestra. The academy stipulates that piano pupils must have a piano on which to practise, otherwise progress is so slow that the pupil gets bored. All other instruments can be loaned to pupils free of charge. If a child is not making much progress over a three-year period, he is replaced by someone on the waiting list.

The academy has 19 pupils at college of music and colleges of education. They prepare pupils for all music graded and for O and A level examinations; nevertheless the objective is not to train professional musicians. Most pupils do not want to take up music as a career, but do want to keep it as a hobby. They are appreciative of the school which has given them this and some are aware of its value in burning up aggression. Fifteen-year-old John, who like others in the brass band would probably be on the streets if they were not rehearsing at the academy after school, says: "When I'm angry, I let off steam on my tuba."

Several pupils say it is much easier to get to know people well at 15-year-old. Christopher, explained: "If you sit next to someone in the orchestra you're playing, you know somebody (hopefully), but in school one person can be totally behind or so far ahead that there is no real chance to connect... here you not only have a common interest, but you're both in the same boat when you are trying to play a hard piece."

Newham Academy owes much of its effectiveness to its teachers. Toll says: "A good musician doesn't necessarily make a good teacher and the problem is that Newham is not getting enough good teachers of music from colleges of education. Rather than have someone teach music badly in a school, I would rather the subject did not appear in the curriculum." William Roskelly, says: "It is a two-way street of communication. We all enjoy what we are doing and that is a natural way to learn."

"The relaxed informality at Newham Academy, with its underlying self-discipline and mutual respect, produces an atmosphere conducive to work; such a teaching institution, untroubled by disciplinary or vandalism problems, must be the envy of many heads today."

Rachmaninov's first two Piano Concertos are highly charged with the Russian idiom and, once more it is Ashkenazy who delivers the full emotional impact whilst avoiding bathos (Decca SX1 6554 £3.25). Sibelius, the only Finnish composer to have achieved world fame, whose music suggests the mountain landscapes of his country, is heard at his most characteristic in his Second and Symphony, and once again, a bargain issue is one of the best performances by Georg Solti with the Concertgebouw Orchestra (Philips 6580 051 £1.99).

English music has been missing from this survey so far, but suddenly, at the end of the nineteenth century, Elgar's *Enigma Variations* appeared and a renaissance of music began in this country. The most satisfying reading of this great work is that by the London Philharmonic Orchestra, conducted by Eugen Jochum and includes Brahms's *St Anthony Variations* as a filler (DG 2530 £3.25). Walton's First Symphony follows the Elgarian pattern, but has an opulent Brave New World quality of its own. Andre Previn has championed Walton's music both here and abroad and his recording is a thrilling performance (RCA LSR 4100 £1.99).

The supreme example of music written for educational purposes is Britten's *Young Persons Guide to the Orchestra*, marvellously played by the London Symphony Orchestra under the composer's direction (Decca SX1 6110 £3.25) and while the Academy of St Martin's, who play all three with passionate warmth (Argo ZRG 680 £3.25).

It is only in recent years that Debussy's importance and influence on contemporary style has been fully appreciated. While labelled impressionist, his writing has a sharpness and precision to situate blurred impressions. This is not so when Pierre Boulez conducts,

as can be heard in his performance of *La Mer* and *Jeu de cartes* with the Philharmonia Orchestra (CBS £2.29).

To conclude this far too brief selection of records, I must include four of the major figures of the twentieth century. Bartok had a fight for recognition throughout his life, and for him, the forced move to America, almost stifled creative flow. Yet his last two successes, the *Concerto for Orchestra*, is still one of his most popular works. Georg Solti finds more the Hungarian than the American in his stunning performance with the London Symphony Orchestra (Decca SX1 6212 £3.25).

Schoenberg also suffered greatly when his music was still regarded as "avant garde". The *Verano for Orchestra* was one of his last works written in Europe and coupled with his earlier, romantic and Verklärte Nacht, is played superbly well by the Berlin Philharmonic Orchestra with Karajan conducting (DG 2530 627 £3.25).

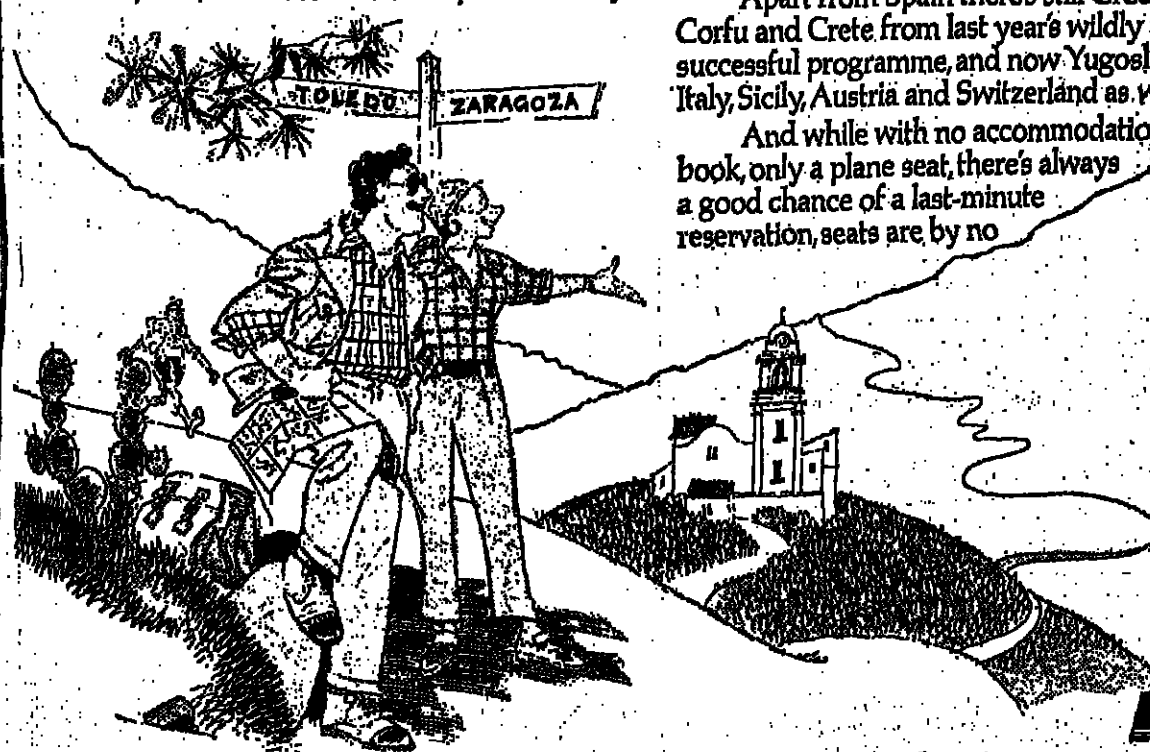
Stravinsky on the other hand, a more eclectic personality and more to the United States was a cathartic. Nevertheless it is the frenzied power of his early *Rite of Spring* which is one of his most popular and Claudio Abbado with the London Symphony Orchestra has not only savage power, when required, an intense lyricism in the later passages. (DG 2530 635 £3.25). Shostakovich, on the other hand, stayed in Russia, his music bound up with the struggles of his country. The Fifth Symphony, one of the finest of a very valuable set of fifteen, is performed by the Soviet Union Symphony Orchestra with great intensity and an dedication to the "Russian" of the music, with the composer's Maxim Shostakovich conducting (HMV ASD 2668 £3.20).

I hope that this far too brief list of records will be used as a springboard from which to explore, in greater depth, the enormous range of music which is available on discs today.

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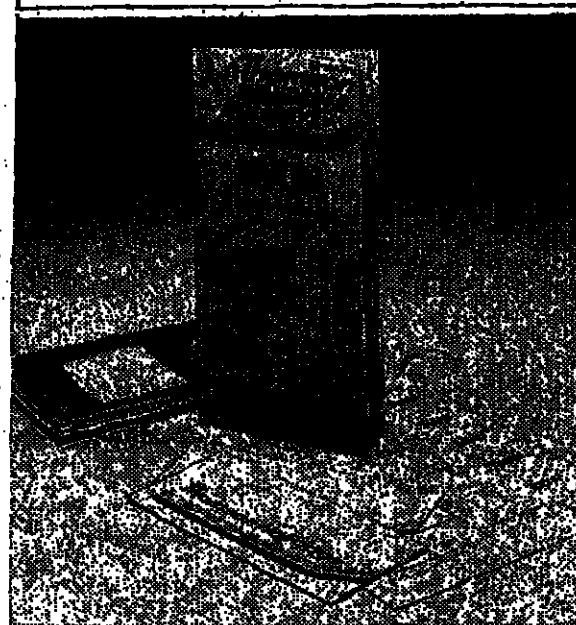
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1. The first part of the document is a title page. It contains the title of the report, the author's name, and the date of the report. The title is "The Impact of Climate Change on the Environment". The author is "John Doe". The date is "January 1, 2023".

2. The second part of the document is an abstract. It provides a brief summary of the main findings of the report. The abstract states that the report examines the impact of climate change on the environment, focusing on the effects of rising temperatures, sea level rise, and extreme weather events. It concludes that the impact is significant and requires immediate action to mitigate the effects.

3. The third part of the document is the introduction. It provides a detailed overview of the report's purpose and scope. The introduction states that the report is a comprehensive study of the impact of climate change on the environment, covering a wide range of topics including the effects of rising temperatures, sea level rise, and extreme weather events. It also outlines the methodology used in the study, which includes a combination of scientific research and expert opinion.

4. The fourth part of the document is the main body of the report. It is divided into several sections, each focusing on a different aspect of the impact of climate change. The sections are: "The Impact of Rising Temperatures", "The Impact of Sea Level Rise", and "The Impact of Extreme Weather Events". Each section provides a detailed analysis of the effects of climate change on the environment, supported by scientific research and expert opinion.

5. The fifth part of the document is the conclusion. It summarizes the main findings of the report and provides recommendations for future action. The conclusion states that the impact of climate change on the environment is significant and requires immediate action to mitigate the effects. It recommends that governments and organizations take steps to reduce greenhouse gas emissions and implement policies to protect the environment.

6. The sixth part of the document is the references. It lists the sources of information used in the report, including scientific journals, books, and government reports. The references are listed in alphabetical order and include the following: "Smith, J. (2020). The Impact of Climate Change on the Environment. Journal of Environmental Science, 12(3), 45-60." and "Doe, J. (2021). The Impact of Climate Change on the Environment. Book of Environmental Science, 1-100.".

7. The seventh part of the document is the appendix. It contains additional information that supports the main findings of the report, including data tables, figures, and maps. The appendix is organized into sections corresponding to the main body of the report, and each section contains the relevant data and information.

8. The eighth part of the document is the index. It provides a list of the topics covered in the report, along with the page numbers where each topic is discussed. The index is organized alphabetically and includes the following topics: "Climate Change", "Environment", "Rising Temperatures", "Sea Level Rise", and "Extreme Weather Events".

9. The ninth part of the document is the glossary. It defines the key terms used in the report, ensuring that the reader has a clear understanding of the terminology. The glossary includes the following terms: "Climate Change", "Environment", "Rising Temperatures", "Sea Level Rise", and "Extreme Weather Events".

10. The tenth part of the document is the bibliography. It lists the sources of information used in the report, including scientific journals, books, and government reports. The bibliography is organized alphabetically and includes the following: "Smith, J. (2020). The Impact of Climate Change on the Environment. Journal of Environmental Science, 12(3), 45-60." and "Doe, J. (2021). The Impact of Climate Change on the Environment. Book of Environmental Science, 1-100.".



ESSEX COUNTY COUNCIL Social Services Department

CHAFFORD PARK is a Residential Community Home, with Education on the Premises, consisting of 55 boys on long term training/treatment, and 25 boys for Observation and Assessment.

Woodwork Teacher and Teacher

(Temporary—required for the Observation and Assessment Department)
Salary: Burnham Scale 1 plus £1,443 p.a. which includes extraneous duty allowance.
In both posts there is an environmental/learning approach to the work and particular emphasis is given to the acquisition of vocational and educational skills.
Informal enquiries to the Principal (Ramsey 308).
Application forms from Director of Social Services, Kenal House, 77 Springfield Road, Chelmsford, Essex.

Suffolk County Council

YOUTH SERVICE

District Youth Workers

Experienced Youth Workers required for posts based on L.E.A. Clubs. Duties include support for part-time staff in main club and at clubs in surrounding district. Development an essential feature in each post. Skill as trainer needed for Debenham post.

Mid-Suffolk
Based at Debenham Youth Club
Salary JNC Range 3 Points 4-8 (£4,083-£4,560)

Leiston
Based at Leiston Youth Club
Salary JNC Range 3 Points 3-7 (£3,988-£4,440)

Newmarket
Based at Foley House, Newmarket
Salary JNC Range 3 Points 1-5 (£3,738-£4,200)
Send a.s.e. for further details to: County Education Officer (Ref PJS), Grimwade Street, Ipswich, or telephone Ipswich 55801 Ext. 413. Applications to be returned by 2nd August 1976.

COUNTY OF AVON Education Service

FULL TIME YOUTH WORKER

Salary scale: J.N.C. Range 3 (Points 1-5) £3,426-£3,888
Plus £312 p.a. Supplement

At Hillfields Park Youth Centre, Flethpods, Bristol

To lead a team of part-time staff and develop the existing programme.

Applicants should be qualified with some youth work experience.

Assistance with removal expenses where appropriate.

Further details and application form returnable by 30th July from Director of Personnel (Tel: Bristol 28885), Avon House, The Haymarket, Bristol, BS99 7DE.
Please quote ref. no.: EDU 10.

WILTSHIRE COUNTY COUNCIL Education Department

Youth & Community Services

JNC II £2,712-£3,587
+ £312 p.a. Supplement

Youth & Community Workers (4)

required for the control and development of Youth and Community Service at:

(i) Mansion House Centre, Pickwick Road, Corham.

(ii) Marlborough Youth Centre, Ingram Street, Marlborough.

(iii) Canbury Youth Centre, Spa Road, Melksham.

(iv) Westbury Youth Centre, Eden Vale, Westbury.

Generous removal/distance allowance up to £500.
Lodging allowance for up to 6 months up to £10 per week.

Detailed job description and application form for each post from Chief Education Officer, Education Department, County Hall, Trowbridge.

Please quote reference NA 78 265. Closing date: 20th July, 1976.

YOUTH AND COMMUNITY SERVICE

DERBYSHIRE

COUNCIL
YOUTH AND COMMUNITY
SERVICES

Drumlin Centre Bar—New Tree
Road, Derby

YOUTH AND COMMUNITY
WORKERS

(Home 3 J.N.C. Points 1-5)
(Currently £2,426 to £3,888, plus
£312 p.a.)

Applications are invited from suitably qualified persons for the posts of Youth Worker based on New Tree Road, Derby.

The incumbent will be responsible for the day to day running of the Youth Centre and will be a significant part of the Youth Worker's role.

Further particulars may be obtained by sending a stamped self-addressed envelope to the Director of Education, County Offices, Derby, or by telephone to 0332 23401.

Successful applicants will be required to complete application forms from the date of this advertisement.

EAST SUSSEX
COUNCIL
YOUTH AND COMMUNITY
SERVICES

CHARLES JEWELL CENTRAL
YOUTH CENTRE
Eastbourne

Applications are invited for the posts of Youth Worker and Youth Worker (Community Development) based at Charles Jewell Central Youth Centre, Eastbourne.

The Youth Worker will be responsible for the day to day running of the Youth Centre and will be a significant part of the Youth Worker's role.

Further particulars may be obtained by sending a stamped self-addressed envelope to the Director of Education, County Offices, Derby, or by telephone to 0332 23401.

Successful applicants will be required to complete application forms from the date of this advertisement.

HUMBERSIDE
COUNCIL
YOUTH AND COMMUNITY
SERVICES

Applications are invited from suitably qualified persons for the posts of Youth Worker based at Humberside Youth Centre.

The Youth Worker will be responsible for the day to day running of the Youth Centre and will be a significant part of the Youth Worker's role.

Further particulars may be obtained by sending a stamped self-addressed envelope to the Director of Education, County Offices, Derby, or by telephone to 0332 23401.

Successful applicants will be required to complete application forms from the date of this advertisement.

LIVERPOOL
COUNCIL
YOUTH AND COMMUNITY
SERVICES

Applications are invited for the posts of Youth Worker and Youth Worker (Community Development) based at Liverpool Youth Centre.

The Youth Worker will be responsible for the day to day running of the Youth Centre and will be a significant part of the Youth Worker's role.

Further particulars may be obtained by sending a stamped self-addressed envelope to the Director of Education, County Offices, Derby, or by telephone to 0332 23401.

Successful applicants will be required to complete application forms from the date of this advertisement.

LONDON, W.C.2
NEW GYMNASIA PROJECT
YOUTH WORKER

Imaginative Youth Worker needed as soon as possible to lead an up to date and dynamic youth group in the heart of the West End.

Further details and application form returnable by 30th July from Director of Personnel (Tel: Bristol 28885), Avon House, The Haymarket, Bristol, BS99 7DE.

Please quote ref. no.: EDU 10.

SCUNTHORPE
COUNCIL
YOUTH AND COMMUNITY
SERVICES

Applications are invited for the posts of Youth Worker and Youth Worker (Community Development) based at Scunthorpe Youth Centre.

The Youth Worker will be responsible for the day to day running of the Youth Centre and will be a significant part of the Youth Worker's role.

Further particulars may be obtained by sending a stamped self-addressed envelope to the Director of Education, County Offices, Derby, or by telephone to 0332 23401.

Successful applicants will be required to complete application forms from the date of this advertisement.

SOUTH WALES
COUNCIL
YOUTH AND COMMUNITY
SERVICES

Applications are invited for the posts of Youth Worker and Youth Worker (Community Development) based at South Wales Youth Centre.

The Youth Worker will be responsible for the day to day running of the Youth Centre and will be a significant part of the Youth Worker's role.

Further particulars may be obtained by sending a stamped self-addressed envelope to the Director of Education, County Offices, Derby, or by telephone to 0332 23401.

Successful applicants will be required to complete application forms from the date of this advertisement.

WARWICKSHIRE
COUNCIL
YOUTH AND COMMUNITY
SERVICES

Applications are invited for the posts of Youth Worker and Youth Worker (Community Development) based at Warwickshire Youth Centre.

The Youth Worker will be responsible for the day to day running of the Youth Centre and will be a significant part of the Youth Worker's role.

Further particulars may be obtained by sending a stamped self-addressed envelope to the Director of Education, County Offices, Derby, or by telephone to 0332 23401.

Successful applicants will be required to complete application forms from the date of this advertisement.

WILTSHIRE
COUNCIL
YOUTH AND COMMUNITY
SERVICES

Applications are invited for the posts of Youth Worker and Youth Worker (Community Development) based at Wiltshire Youth Centre.

The Youth Worker will be responsible for the day to day running of the Youth Centre and will be a significant part of the Youth Worker's role.

Further particulars may be obtained by sending a stamped self-addressed envelope to the Director of Education, County Offices, Derby, or by telephone to 0332 23401.

Successful applicants will be required to complete application forms from the date of this advertisement.

YOUTH AGENCY IN READING

A trial worker is wanted to join the Youth Agency in Reading. The worker will be responsible for the day to day running of the Youth Centre and will be a significant part of the Youth Worker's role.

Further particulars may be obtained by sending a stamped self-addressed envelope to the Director of Education, County Offices, Derby, or by telephone to 0332 23401.

Successful applicants will be required to complete application forms from the date of this advertisement.

**ARE YOU A QUALIFIED
YOUTH WORKER?**

A YOUTH WORKER with responsibility for the day to day running of the Youth Centre and will be a significant part of the Youth Worker's role.

Further particulars may be obtained by sending a stamped self-addressed envelope to the Director of Education, County Offices, Derby, or by telephone to 0332 23401.

Successful applicants will be required to complete application forms from the date of this advertisement.

**Overseas
Appointments**

Applications are invited for the posts of Youth Worker and Youth Worker (Community Development) based at Overseas Youth Centre.

The Youth Worker will be responsible for the day to day running of the Youth Centre and will be a significant part of the Youth Worker's role.

Further particulars may be obtained by sending a stamped self-addressed envelope to the Director of Education, County Offices, Derby, or by telephone to 0332 23401.

Successful applicants will be required to complete application forms from the date of this advertisement.

**TEACHING ENGLISH
ABROAD**

Applications are invited for the posts of Teaching English Abroad based at Teaching English Abroad Centre.

The Teaching English Abroad worker will be responsible for the day to day running of the Teaching English Abroad Centre and will be a significant part of the Teaching English Abroad worker's role.

Further particulars may be obtained by sending a stamped self-addressed envelope to the Director of Education, County Offices, Derby, or by telephone to 0332 23401.

Successful applicants will be required to complete application forms from the date of this advertisement.

Kenya
COUNCIL
YOUTH AND COMMUNITY
SERVICES

Applications are invited for the posts of Youth Worker and Youth Worker (Community Development) based at Kenya Youth Centre.

The Youth Worker will be responsible for the day to day running of the Youth Centre and will be a significant part of the Youth Worker's role.

Further particulars may be obtained by sending a stamped self-addressed envelope to the Director of Education, County Offices, Derby, or by telephone to 0332 23401.

Successful applicants will be required to complete application forms from the date of this advertisement.

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Applications are invited for the posts of Youth Worker and Youth Worker (Community Development) based at Kenya Youth Centre.

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Successful applicants will be required to complete application forms from the date of this advertisement.

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YOUTH AND COMMUNITY
SERVICES

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The Youth Worker will be responsible for the day to day running of the Youth Centre and will be a significant part of the Youth Worker's role.



ISLE OF WIGHT COUNTY COUNCIL

Education Department

Assistant Leader Cowes Youth Centre

Salary: £2,442-£3,204 or £2,712 to £3,537 plus £312 p.a. supplement.

The main purpose of the post is to assist the Area Youth and Community Officer, who is responsible for the Centre, to conduct a large active mixed club, in purpose built premises for programme development.

Applicants must be J.N.C. qualified and the starting salary will depend on these qualifications and experience gained.

The Centre itself is the main marina base for the Isle of Wight Youth Service; craft available include sailing dinghies, canoes and one cruiser. There is also a minibus available for programme development.

Application forms and further details from the Personnel Officer, County Hall, Newport, Isle of Wight. Closing date: 28 July, 1976.

CAULFIELD GRAMMAR SCHOOL

(Founded in 1881) Incorporated as a
Church of England Public School in 1931

HEADMASTER

Applications are invited from suitably qualified and experienced Education Administrators who are seeking a most challenging and rewarding appointment.

The school has an enrolment of 1,165 boys, 42 of whom are boarders. In addition to the main school, there are two junior schools and a large country centre.

Particulars and conditions of the appointment may be obtained from The Secretary to the School Council at Caulfield Grammar School, 217 Glen Elra Road, East St. Kilda, Victoria, 3183, Australia.

Telephone enquiries may be made to the Secretary on (03) 63 0451.

All enquiries will be treated in strict confidence. Applications close September 15, 1976.

PRIMARY TEACHER EDUCATION Kenya

Teacher Educators Mathematics, Science and English

At various Primary Teacher Training Colleges, Lecturers in their subject, required to participate in the British Primary Teacher Training Programme involving initial and in-service Teacher Training and improvement of the quality of primary education. Applicants, under 53, should be Teacher Educators (trained graduate or non-graduate) with relevant experience, two of which should be relevant to the subject of Mathematics, Science and English. They should have Teacher Training experience in a United Kingdom College. For the Science post holders in Physical Science (Physics/Chemistry or Biology/Agriculture) as well as General Science are invited to apply. Initial appointment for 2½ years. Salary in range £4,331 to £6,815 per annum which includes an allowance, normally tax-free, in ranges of £2,292 to £4,302 per annum. Starting salaries are assessed in accordance with the number of teaching experience. Terminal gratuity 25 per cent of basic salary.

Other benefits include free family passages, paid leave, children's education allowances and subsidised accommodation. Superannuation rights may be preserved. An appointment grant of up to £300 and an interest-free car purchase loan of up to £500 may be payable in certain circumstances.

Applicants should be citizens of the United Kingdom.

For full details and an application form please apply to the Ministry of Overseas Development.

Room 301, Eland House, Stag Place, London SW1E 6DH.

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Arabian Gulf

English Speaking School
Requires for September:

(1) Junior Teacher with experience in common entrance work.

(2) Infant Teacher (preferably with interest in Music).

Two-year contract, Salary 2,650 dirhams per month, tax-free (one Sterling pound equals 7.5 dirhams), with 5000 dirhams gratuity at the end of second year. Two months' summer leave with United Kingdom fares. Fully-furnished, shared accommodation provided.

Interviews will be in London in August.

Letters of application including full curriculum vitae, testimonials, photograph and telephone number where possible, to:

Miss D. Miles,
14 Elm Avenue,
Stroud, Gloucester,
Kent.

Interviews in London in mid-August.

The British Council

invites applications for the following posts:

Adviser in ELT and ESP (Egypt)

Department of English, University of Alexandria To assist in the development and teaching of a new Master's degree course and to develop postgraduate courses in ESP in Faculties of Medicine, Engineering and Science.

Graduates with TEFL qualifications, 5 years' TEFL experience at university level and ESP experience. Reference for MA or PhD candidates.

Salary: £5,001-£6,815 p.a. tax free.

Benefits: free furnished accommodation; overseas children's allowances. One-year contract, renewable.

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Application form and further particulars for both posts are obtainable from the Director of Education, Cheshire County Council, County Hall, Chester CH1 1BQ.

